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ABSTRACT

This is a series of articles, speeches, and minutes of meetings and seminars held during the 1970 conference of Illinois college students and personnel. The subjects include: student and faculty activism, placement service, guidance service, scholarship, adult and continuing education, articulation, vocational education, junior college-senior college relations, business affairs, student personnel, home economics, faculty, management information system, deans of instruction, and learning resources. (CA)

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PROCEEDINGS
FIFTH ANNUAL
ILLINOIS JUNIOR COLLEGE
CONFERENCE

Sponsored By The

ILLINOIS JUNIOR COLLEGE BOARD

And The

ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Editor

G. Robert Darnes

May 7-9, 1970

Peoria, Illinois

JC 710 068

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

PREFACE

This publication covers in detail the proceedings of the Fifth Annual Statewide Junior College Conference. The Illinois Junior College Board has joined with the Illinois Association of Community and Junior Colleges in sponsoring these five conferences since the passage of the Illinois Junior College Act in 1965.

The Fifth Conference was another outstanding meeting of junior college students and personnel. Of particular interest to the reader will be the address of Gerald W. Smith who is retiring as the first executive secretary to the Illinois Junior College Board.

It is apparent that the Illinois Association of Community and Junior Colleges will develop in new directions and dimensions after this date. These proceedings will have immense value as a historical reference for the current development of the association.

The members and staff of both the Illinois Junior College Board and the Illinois Association of Community and Junior Colleges extend sincere appreciation to colleges and individuals who gave of their time to make this conference a success. To the recorders and speakers who furnished copies of their materials we give thanks. Every effort has been made to insure that this bulletin reflects the thoughts and ideas of the participants.

G. Robert Darnes
Associate Secretary
Illinois Junior College Board

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PROGRAM

Thursday, May 7, 1970

Council on Articulation

Presiding . . . . Donald A. Canar, Chairman
President, Central YMCA Community College

"A Current Report on the Progress of Junior College - Senior College Articulation" . . . . William K. Ogilvie
Community College Services, Northern Illinois University

1. Transfer: Where do Junior College students transfer to?

2. Subject Matter: The faculty of both types of college (Junior and Senior) should get together to talk about common problems:
   a. Types of courses required for potential majors.
   b. Content (including material and text books).

3. General Education: The University and Senior College should accept Junior College transfers who have an Associate Degree. This is still a major problem that needs to be worked out.

He suggested that two decisions should be made: (1) Whether it is necessary to have a meeting every year, and (2) whether to have two meetings - one for the south and one for the north.

"A Report on the results of the Study on Transfer Students in the State of Illinois" . . . . G. Robert Darnes
Associate Secretary, Illinois Junior College Board

Previously $3,000 was recommended to complete the study on the success of student transfers for one year; however no money was allocated. After several inquiries the Joint Council on Higher Education will send $2,500. It is planned that a report will soon be published. It was explained that the Council on Articulation, as presently organized, did not qualify for Federal funding.

In a preview of the current study, he said that reports to date had been concerned with the following:

1. Student mobility,
2. Student characteristics,
3. The next report would be on the success of the transfer students.

The first two reports have been mailed. The first report included charts on student mobility, academic standing of students at the time of transfer, net loss and gain by types of institutions and other data. The second report related to characterisitcs of transfer students with individual reports made to each college.

"The Role of the Committee on Articulation, State Board of Higher Education" . . . . ROBERT M. CRANE

Senior Assistant in Residence

Dr. Crane brought greetings from the Board of Higher Education and its Executive Director, Dr. James B. Holderman. Dr. Holderman had been asked if there would be a role for the State Board of Higher Education in Articulation. In response, a Study Committee was formulated last fall. The committee will meet again on May 12 to explore the current situation and to review the problem of articulation both statewide and out of state.

The Board of Higher Education has expressed its full support of the community college. It is interested in the well-being of every student - in assuring that each transfer student receives the best possible advice and guidance throughout his college experience, especially with regard to his transferring to the institution of his choice. It is concerned about the student as he relates to the work world and to his own self-development.

There are a number of possible study areas for the Board's Articulation Study Committee.

1. To identify major problems confronting students in transition from one level institution to another and to develop recommended solutions.
2. To explore scheduled dates for admission of junior college students to senior institutions.
3. To project the number of junior college students to attend senior institutions in Illinois over the next five years.
4. To identify a minimum general education sequence at the community college level which would be acceptable to both public and private senior institutions, and to establish clear rationale for prerequisite courses for transfer from junior to senior institutions.
5. To conduct an in-depth study of acceptance and rejection rates as well as attrition rates by institutions.
6. To study grades and problems associated with transferring same.
7. To explore some experimental equivalency testing programs with recognition of credits.
8. To re-study and evaluate the commuter-cap-stone institution concept.
9. Assessment of present statewide activities of articulation and evaluation of effectiveness.
10. To further delineate other priority articulation problems and suggest possible solutions.

One of several concerns we have is the concept of equivalency transfer with the Associate in Arts degree. We want the junior colleges to be innovative, experimental, and have programs equivalent to senior colleges. Senior colleges must recognize this.

Senior institutions are beginning to look at themselves and several realize their approaches must change. Much careful study and some cooperative experiments between junior and senior colleges and universities must be begun soon on this matter. We must also develop and pursue new and experimental ways to advance open-ended career programs, allowing the student to progress through the baccalaureate degrees. Engaging the student in designing the curriculum and experiences will make for better follow-up and evaluation processes.

Questions and Discussion:

1. It was suggested that academic deans and deans of student services should serve on the ad hoc committee.

2. Dr. Darnes mentioned that: (1) Universities should better inform the junior colleges. (2) There are problems in admissions patterns, especially the problem of changing of the college catalog while a student is enrolled in a junior college.

3. Dr. Crane had raised the question on the proliferation of articulation groups, and wondered if this should be turned over to the State Board. It was the consensus of opinion that we need meetings like the one meeting today in order to exchange thoughts.

4. Comments by Dr. Reid (Black Hawk): (a) Space should be set aside in public institutions for junior college transfers. (b) Public and private institutions should be included in accepting transfer students. Many private schools are working on this. Scholarship aid will help in this area. (c) What do you do about housing at a senior institution which is a commuter institution? Junior college students are presently commuters, but must find housing at a senior school away from home.

5. Mr. Bishop (Spoon River) suggested that a portion of the State scholarship funds should be required to be set aside for junior college transfers. As junior college enrollment increases, senior colleges must be prepared to accept third and fourth year students. Senior colleges should be limited to the amount of freshmen and sophomores they accept. This would assure space at the junior and senior level for transfers from junior colleges.

6. A representative from Southern Illinois University (Browker) stated that SIU has completed a 10-year projection program. There is a ceiling on freshman and sophomore enrollment. He also stated that in California, out of 30 students in junior college, only one finally gets a bachelor's degree.

7. Dr. Darnes stated that one primary purpose for both Governors State University and Sangamon State University is to accommodate junior college transfers. He suggested that junior colleges keep records as to how many students did not get accepted at institutions that were the first choice of students.

8. There was a general consensus that:
   (a) We should have continued study of articulation problems.
   (b) There should be an acceptance of junior college graduates (60 semester hours, A.A. degree) and these students should be treated as

juniors. They should make up any deficiency requirements.

(c) General education requirements at senior colleges should be waived, since these are to be met at the junior college.

9. Dr. Crane stated that his hope for the junior college is to put the student into the work world earlier than the four years. He hoped that we will have vocational and technical students who will have pride in their work. Many of the graduates in the vocational junior college program will be back for evening classes within five years.

Registrants at Council on Articulation Meeting

Name of College	Name of Representative
Belleville Area College	Gene Brandt
City Colleges of Chicago:	
Amundsen-Mayfair	G. L. Pedersen
Wright	Ernest N. Clements
State Community College of East St. Louis	Rosetta Wheadon
Elgin Community College	Eugene F. Pint
Illinois State University	Wilbur R. Venerable
Illinois Valley Community College	R. Earl Trobaugh
Joliet Junior College	Elmer Rowley
Kankakee Community College	Ralph Francis
Kaskaskia College	Eugene McClintock
Kishwaukee College	Norman Jenkins
College of Lake County	Ernest Dear
John A. Logan College	Nathan A. Ivey
Lincoln College	Dale R. Brummet
Lake Land College	Thomas E. Deem
McHenry College	Forest W. Etheredge
Monticello College	Gail E. Myers
Moraine Valley Community College	Vincent A. Guarna
Morton College	Frank Naccarato
Northeastern Illinois State College	Robert J. Goldberg
Northern Illinois University	W. K. Ogilvie
Oakton (Niles-Maine Community) College	Richard L. Jordan
Parkland College	William M. Staerkel
Rockford College	John Howard
Sauk Valley College	E. J. Sabol
Shawnee College	Loren E. Klaus
Southern Illinois University - Edwardsville	S. D. Lovell
Spoon River College	Hearl C. Bishop
University of Illinois - Urbana	E. E. Oliver
Central YMCA Community College	Donald A. Canar
Illinois Junior College Board	G. Robert Darnes

Lawrence G. Bienert,
Secretary

IACJC DIVISION MEETING - ADMINISTRATIVE DIVISION

Council on Student Personnel

"Student Reaction to Student Personnel Services"

Discussion Leader . . . . John L. Cox, Jr.
Dean of Students, Lake Land College

Panelists:

Richard Wattenbarger Student Belleville Area College	Michael Sullivan Student Lake Land College
Robert Reese Student Danville Junior College	David Nidiffer Student Spoon River College

Discussion

Recorder . . . . Wilbur J. Dickson
Director of Student Services, Danville Junior College

Dr. John L. Cox, Jr., chaired the meeting and opened with comments regarding the Fall meeting in Danville, when Student Personnel Officers requested a student panel to respond to student personnel services in junior colleges throughout the state. It was also mentioned that each panelist received in April, a list of student personnel functions as listed in the Carnegie Study of Junior College Student Personnel Programs by Charles C. Collins. At this point the chairman asked individual students to respond generally regarding student personnel programs and more specifically to their particular institution.

Comments generally mentioned in students' presentations -

- Recruiting and pre-registration information to parents and prospective students was very valuable.

- Orientation programs are very valuable but should have more student involvement, generally speaking, they "tell it like it is."

- Academic advisement is very valuable but should be voluntary to all students.

- Personal-social counseling is probably more important to some individuals than others. This service is also optional and should be available to full-time and part-time students.

- A student handbook with an indication of school policies and regulations should be available to all students. A school calendar should be included in this publication.

- There is a definite need for expansion in articulation between junior colleges and four-year institutions. Many junior college students are excluded because of students presently on campuses of four-year institutions appear to receive preferential treatment. The junior colleges need to "stand up" for their graduates and transfer students entering four-year institutions.

- An informal mixer or student activity is very beneficial and more or less an official opening of school.

Questions from the floor:

1) Are large group sessions best for new student orientation?
2) How involved should students be in orientation?
3) Should orientation sessions be a session where policies and regulations are read from the handbook?

Responses to the aforementioned questions, generally were as follows:

1) The smaller the groups for group sessions, the more effective the groups will be. There is more opportunity for informal inter-action in smaller groups than in large groups.
2) As was mentioned previously, student involvement is essential for a successful and effective orientation program.
3) It is essential that new students are aware of school policy and regulations, but it is felt that orientation sessions should not be meetings where students or staff read policies, etc. to new students. So that new students can become more aware and participate more readily in the discussion, it is essential that student handbooks are in the students hands at least three weeks prior to entry into the College.

Questions from the floor:

1) Should students be given an opportunity to pre-register?
2) On the semester class schedules, should teachers and times be listed?

Responses to the aforementioned questions, generally were as follows:

1) Student pre-registration is essential for a more fluid registration procedure. Students are entitled to an early selection of classes with ample time to decide their preferences.
2) Time on the class schedule is somewhat important, but the inclusion of instructors' names is a must.

Questions from the floor:

1) Should student's be involved in evaluation of faculty?

Responses to the aforementioned questions, generally were as follows:

1) Students definitely have the right if the perspective of teacher improvement is kept in mind. Students evaluate instructors just by "signing up" for them. Students should be involved also in the construction of the evaluative instrument.

Questions from the floor:

1) What role should trustees have in making policy?
2) What moral obligations do students have to Trustees in reporting crimes on college campuses?

Responses to the aforementioned questions, generally were as follows:

1) Legally this is the Board of Trustees responsibility, this is where the "buck stops." Trustees have a definite responsibility to the community. Students, being members of the community, feel a definite need for involvement in school policy. Trustee members should consider student requests as well as all community requests.
2) Students have the same obligations as all citizens who are a part of the community. These obligations include protection of rights and property. Trustee members should look for "Whys?" on college campus activism, not just the value of physical facilities or a reactor to administration.

Questions from the floor:

1) What are your thoughts regarding "censorships" of college campus newspapers?

Responses to the aforementioned questions, generally were as follows:

1) Students should have and accept the responsibility of editing a satisfactory newspaper. Students, faculty and administration should have the opportunity to write as they wish (not obscenities, need for moral conscience). The administration should not necessarily support the thoughts. Junior college students are becoming mature adults, they should be considered as such.

* * *

Council on Business Affairs

"Auxiliary Services in the Community College"

Chairman . . . . James M. Troutman
Assistant Business Manager, Illinois Central College

Panelists:

Ernie Gibson Director of Food Services College of DuPage	Edmund Sexton Bookstore Manager Triton College

Discussion

Recorder . . . . Florence Wuthrich
Bookstore Manager, Illinois Central College

Mr. Edmund Sexton, Bookstore Manager from Triton College, spoke on the management of a successful college bookstore.

A necessary tool for information in all phases of bookstore operation is the Manual published by National Association of College Stores located in

Oberlin, Ohio. As stated by Mr. Sexton, this manual contains all the information from organizing a store through inventory.

It is necessary to know when sales tax applies to a sale and when it does not.

All bookstore policies should be printed and distributed to the student. It is important that the student is familiar with the policies of the store and that he is made to feel it is there for his benefit.

A regular buy-back of books from students should be carried out with the bookstore purchasing the book from the student. Most stores buy back books at one-half of their purchase price.

Refunds on books were discussed - the length of time they can be returned to the bookstore after classes begin which is usually the first two weeks of the semester.

Since text books have only a 20% mark-up, other items that carry a larger mark-up were suggested. Paperback books, study guides, imprinted soft goods, and all papers, pencils, art and drafting supplies make for a more profitable business.

Some schools buy books from a used book jobber. Mass market distributors have some advantages over direct from publisher purchasing ... it may be more profitable to mass market a group of books rather than write many orders to individual publishers.

Regulation of buying to turn over one's money as many times as possible is good business. Request delayed payment until after rush period is over and the bill can be paid with monies already received.

Comparison of prices from several companies may eliminate bids on like items. Also it is a good idea to buy popular items from several vendors. The National Association of College Stores Manual has instructions on the proper procedure to follow for mark-ups which has proved helpful for many of us.

Merle Brown, District Manager for Canteen Food and Vending Service Division of Canteen Corporation and Dave Ambert, who heads vending machine operations in Peoria, spoke in place of Ernie Gibson of College of DuPage, who could not be here.

Mr. Brown and Mr. Amberg explained how Canteen Corporation design the kitchens where authorized. Each kitchen is designed to fit the needs of the institution. They also train their own employees and have professional chefs and bakers.

Attitude toward the clientele is most important. The decorations in the dining area are changed occasionally to keep the dining room interesting and attractive. Foods are served which are most popular with each individual group.

A weekly inventory is taken for cost control. They said twelve meals served per man hour makes a profitable organization.

They have a food service to fit each need of special groups or a particular situation. They are a catering service and they cater to the whims of their customers.

* * *

Council on General Administration

"A Case Study of Faculty and Student Activism"

Chairman . . . . F. Robert Mealey
Vice President, McHenry County College

Address . . . . Maceo Bowie
President, Kennedy - King College - City Colleges of Chicago

Reactors:

H. J. Haberaecker President Belleville Area College	Richard Erzen President College of Lake County

Discussion

Recorder . . . . Burton Brackney
Administrative Assistant, Danville Junior College

Dr. Mealey opened the session at 2:15 p.m. He indicated that this session presented a mixture of theory and an action case for analysis. It presented an opportunity for introspection on how we carry out our roles in relation to theory and to evaluate our performance. The hand out, "Organizational Leadership Theory" was briefly discussed as a standard against which to measure practice.

Maceo Bowie prefaced his presentation with the remark that his paper was an "attempt to relive an experience" at Wilson Community College, now Kennedy-King College. He noted that Kennedy-King College is located in the most impoverished ghetto area in the city of Chicago. The college had gone from a 75 percent white student body in 1966 to 95 percent black in 1969-70. The faculty of 188 is today 65 percent white and 35 percent black.

* * *

"Faculty and Student Activism"

Maceo T. Bowie, President
Kennedy-King College

Kennedy-King College was formerly Wilson Campus of the City Colleges of Chicago. The name was changed at the August board meeting in 1969. It was changed to commemorate the memory of the late Senator Robert Kennedy and the late Dr. Martin Luther King, Jr. The new name reflects and attitude that I want all students to be motivated by, and that is to fight racism, bigotry, ignorance and hate which I felt were responsible for the deaths of these two men. Part of the problem that we encountered on our campus in October was related to the name of the campus, for there were some members of the student body, alumni and faculty who felt that this name was not revolutionary enough and did not represent black control. In my judgment, it was this attitude that led a group to move against the president and call for a community control board for the college. On October 3, while I was home on vacation, I received a telephone call from one of my newly appointed administrators informing me that a problem had developed concerning the financial aid director. This administrator informed me further than an unsigned letter was being circulated against the financial aid director and it was so serious that I should come on campus and lend some leadership to prevent a crisis. I consented to do so and then was told that while on campus, I would be requested to talk with another group about some other problems of the college. After having arrived on campus, I discovered that the letter was being circulated accusing the financial aid director of ill practices in performing his duties was unsigned. After solving this problem, I waited for the group that had indicated it wanted to discuss other problems with me to come into my office. The group was composed of former students, administrators, faculty members and current students. A spokesman for the group was appointed to present its grievances. The spokesman was the financial aid director in whose cause I had returned to the campus and whom I had successfully defended. He began talking in generalities indicating that I was an "integrationist" and was not moving the college in a positive direction for I had not demonstrated that I was interested in black control. This took me by surprise since I felt that at every level of decision making a black person had been appointed. For example, a black woman had been named vice president in charge of student activities; a black man had been named acting vice president in charge of evening division; a black woman had been named acting director of counseling. After much dialogue in generalities, one person of the committee stated that they should leave and compile a list of specific grievances to present to me on the following Monday, October 6 and give me an opportunity to respond to that list. This line of action was agreed upon and the group left the office. I left campus with some hope that positive results would take place when I had had time to study their grievances.

On Monday, October 6, when I returned to campus, the committee met with me and in addition to a list of grievances, they gave me a list of demands that was to have been implemented in two hours and fifteen minutes. These were some of their demands.

1. The basic philosophical framework and programmatic approach for the administration of the college shall be that which was announced by the students of Wilson in their declaration of purpose.

2. The Ad Hoc Community Control Board shall act as a governing board of trustees who will oversee the administration of the college. The duty of the president of the college is to insure that the decisions of the board are executed even if they were in conflict with the policies spelled out by the central administration.

3. The name for the new institution shall not be the misnomer presently designated.

4. Because they have been either destructive, obstructive, irrelevant, or a combination of negativism to the needs of the student body as declared in the student declaration of purpose, the following persons shall be immediately reassigned or transferred for the good of the college:

> The academic dean who was white was to be transferred; the dean in charge of building and planning who was white was to be transferred; the registrar who was white and who had been chosen by a black dean, was to be reassigned to the classroom; the head of the business department who had volunteered to work with me on contracts and business procedures was to be reassigned to classes. He was white. (This demand was extremely ridiculous since this person was teaching his classes and was simply volunteering his time to work with me). That my secretary and the academic dean's secretary, both white, were to be transferred; and, that the director of vocational education who was white would be transferred or reassigned to the classroom. But the demand which gave me the greatest concern was that the presidency of the college would be abolished and in its stead, a community control board, composed of five, including myself, would operate the college. All five were to have equal power.

Each member would have as much power as any other member. It was to be my responsibility to implement any demands that the board decided upon, whether the Board of Trustees of the City Colleges of Chicago was in favor or not. All decisions would be made by the committee of five. Day-by-day operations of the college would be run by the committee of five. When I questioned them as to whether or not they meant policy-making decisions or just the routine business of running the college, I was told that even day-by-day routine decisions would have to be agreed upon by the committee of five. Any letter that went to Central Administration would have to bear the signatures of the committee of five. Any representation from the college to the Central Administration would have to be done with the committee of five. It was this demand which I told them I would not even consider. If they wanted a "rubber stamp" I could not serve in that capacity. I pause here to say that this might appear a little ironic since I was elected president as the result of student involvement and unrest with the then present administration. But when I protested to the asking of the resignation of the then president of the college since it was already known that he would retire in July and that I would need the benefits of his experiences for my orientation, I was told that I could receive my orientation from the academic dean who could stay at the college as long as he chose, for he understood and empathized with problems of the blacks. But the first of their demands was for his transfer.

After careful consideration, the two white administrators and the two white secretaries decided that they would ask for transfers; and on October 9, I issued the following statement to the faculty and student body:

> "As President of this college, in case my position was not made clear at yesterday's meeting of the faculty and students, I issued the following statements which should clarify my stand: First, I have recommended to central office that transfers and/or reassignments be made in order to give blacks stronger administrative control over the college. In light of these times when blacks want to determine their own direction, it is not enough to have just a black president and one or two black vice presidents. But, in every area where decisions are being made for blacks, blacks should be involved in making those decisions. Second, I have plans which will make it possible to hire more black instructors and to appoint black department chairmen. Third, I am still president of Kennedy-King College and have no plans to surrender this position to any group. This does not mean that I am unwilling to listen to or to take suggestions from concerned groups. But the final decisions must rest with my office. Following are the recommendations of the community control board which has recommended the formation of the advisory board: 'A community control Board consisting of current black students, concerned alumni, black faculty and black administrators has recommended four persons to represent them as an ad hoc administrative committee. These people will serve as advisors to the president and acting administrators on a functional basis in the areas of (1) academic affairs; (2) financial affairs; and (3) student affairs. This ad hoc committee will function until such time as an acceptable organizational structure with appropriate personnel positions can be established.'"

It is to be noted that the recommendation of the community control board was completely rejected and the fact that this was their most important demand incensed them to the point that they planned a "take-over" of the president's office. Because I was inexperienced, it had never occurred to me that the majority of the student body and the majority of the faculty was unaware of the seriousness of this crisis. But during one of the conferences with this group, some other students were called to come into my office. I then learned that this group was not speaking for the majority of the students, faculty or for even the community. Consequently, I told the self-appointed group that I would call a community meeting at which time the community, faculty, alumni and current students would be given an opportunity to be heard and to make their wishes known concerning the community control board. The meeting was scheduled for October 10, 1969. A ballot was prepared and was distributed at the meeting which was attended by more than 1,000 persons. Before being given the opportunity to vote, the audience heard from eight persons. Four supporting the idea of the self-appointed committee and the other four supporting my point of view. At the conclusion of the speeches, the ballot was given to them which gave the following three choices:

1. No advisory board, retain the president with all of the powers that he presently has, and let the current student body and faculty choose a board to advise the president on policy-making decisions.

2. An advisory board of five people, including president Bowie, with all five (including the president) having the same amount of administrative power.

3. Retain the president with four people on the administrative board. These five people would have equal power in developing administration policies. The president would have operational power to operate the school on a day-to-day basis.

The number 1 choice won. The number 3 choice was second and number 2, which was the creation of an advisory board with all people having the same power was completely defeated.

These are the facts which are of little value without understanding their implications in terms of student involvement. I have re-lived that week of October 6 to 11, 1969 and have tried to analyze what all of these activities meant during these critical times when our colleges are undergoing revolutionary changes. First, we, as presidents, must make sure that when we respond to what we think are student demands, we are doing it in the best interest of the majority of students. Second, that to negotiate out of fear can lead to mistakes which we may never be able to correct. Third, we must find some way to assist our students to rid themselves of black and white hang-ups if the college is to provide the best possible education for our students; fourth, we must pay some type credence to the integrity of performance and make the ability to perform and to perform efficiently our primary goal at all levels; fifth, that the community college, by its nature, must provide a place for all students, regardless of their interest, their background, their educational achievement, or their economic or social advantage; and, finally, we as educators, must be committed to destroy any principle that tends to encourage racism on the part of any group at whatever level. It seems to me that as far as possible, students must be involved and must be heard - not just in a physical sense, but in a mental or spiritual sense, for I am convinced that the student is our most effective supporter. I have discovered that if students have a feeling of involvement and a feeling that the administration, faculty, and staff are sincerely interested in helping them to achieve their educational goals, whatever they may be, we do not have to fear the overthrow of the college by a minority group whose motives, aspirations and sincerity I have learned to question. Though they try to take over, I still resent their being called "bums" because the future leadership of this country will come from the community college.

Reactors:

President Haberaecker observed that Mr. Bowie's remarks were "not exactly what we might have expected." Mr. Haberaecker commented first upon President Bowie's conclusions. "In responding to students we find out many surprising things about them. For instance, the ideas of all students don't come from the Student Senate. I'm telling senators they need to make sure that they are representing students." With a large number of our students working, "involvement is not the primary concern of many of our students who are really there for an education."

- President Bowie's second conclusion, that we dare not negotiate from fear is a very valid observation. "Students will respect 'no' with a valid reason and will respect you for it."

- "Blacks at Belleville Area College want to get out of the ghetto of East St. Louis."

- "Integrity of performance is basic. Performance is what counts."

- "While we in the community college must make a place for all students, the open door to the college is not necessarily an open door to all curriculums."

- "We must honestly face this problem (racism). Both races must face this problem."

"Students do want a genuine educational opportunity and will respect you as you make an effort to provide it. But we must do more than talk ... I have hope in our young people, in our students, the overwhelming majority of whom will support us in higher education."

President Bowie commented: "As administrators related to the whole problem of educating minority groups, we must not give our students a chance to 'cop out'. Although located in a ghetto, we are not a ghetto college. We let our students know that we recognize the disadvantages they have experienced, but that if they want to move out of the ghetto they must achieve educationally. The majority of students want and expect a rigorous educational standard for their performance. Succumbing to liberal 'bleeding hearts' who want to give soft curricula help them to 'cop out'. Also, to allow them to enroll in dead end curricula, such as black studies, allows blacks to cop out. You may want to integrate facets of black life and literature into your curricula, but an associate of arts in black studies is a degree in nothing, black studies are a dead end. Nor, will white students gain what they need to know of minority contributions if these are relegated to a black studies program. Integrate it into all of your curriculums."

Dr. Nelson. The conclusions are not necessarily new ones to us. But, how do we implement them in practice? For example, working students are not readily available for involvement. A broadened base of participation is certainly desirable, but should we bypass established student government?

Dr. Mealey in concluding the session noted that the case study presented by President Bowie was an excellent example of administrative action in which theory and the case analysis are congruent.

* * *

Organizational Leadership Theory

(Excerpted from Katz, D. and Kahn, R. L., The Social Psychology of Organizations, New York; Wiley, 1966.)

Prepared by F. R. Mealey

The core of this theory is that leadership, which is the raison d'etre of the administrator, has three basic patterns, each of which has a different locus in an organization, and varying skill requirements for the administrator.

The first pattern is called origination. It consists of the change, creation, and elimination of structure. An example might be the formulation of an organization chart for a community or junior college. This pattern is primarily but not exclusively associated with the top echelons of an organization. Origination requires the cognitive skill labeled system perspective, defined as the successful relating of facts in the organizational environment to facts about the organization as a basis for selecting the best alternative action. Origination requires the affective skill labeled charisma, defined as ability to generate an attitude of trust in a leader which exempts him from consistent, tough-minded evaluation by his followers regarding the outcome of specific policies.

The second leadership pattern is called interpolation. It consists of the supplementing and piecing out of organizational structure. An example might be the outlining of the specific relationship of a dean of students to a registrar in a community or junior college situation. This pattern is primarily but not exclusively associated with the intermediate levels of an organization.

Interpolation requires the cognitive skill labeled sub-system perspective, defined as a two-way orientation to the tasks of the relevant sub-systems of an organization. Interpolation requires the affective skill labeled human relations skill, defined as the use of referent power (or personal respect) to create primary (personal) variations on the secondary (impersonal) requirements of an organization.

The third leadership pattern is called administration. It consists of the use of existing organizational structure. An example might be a registrar's establishment of a vacation schedule for clerical staff under existing vacation policy. This pattern is primarily but not exclusively associated with the lower levels of an organization. Administration requires the cognitive skill labeled technical knowledge and understanding of the rules, defined as intimate familiarity with the details of task performance and organizational policy. Administration requires the affective skill labeled concern with equity in the distribution of rewards and sanctions.

* * *

Sub-Councils on Instruction

Deans of Instruction

"Class Schedules - Problems and Practices"

Chairman . . . . George Cox
Dean of Instruction, Triton College

Address . . . . Larry Gentry
Dean, Southeastern Illinois College

Discussion

Recorder . . . . .Charles G. Jenkins
Dean of Instruction, Highland Community College

"Class Schedules - Problems and Practices"

Larry Gentry, Dean
Southeastern Illinois College

The Aspirations

A comprehensive junior college chooses to be many things to many people. As an institution, it seeks to meet needs at all educational levels and a good many other needs not previously associated with an educational institution. There are no fixed limitations on either the ages of the students or the kinds of preparation they bring. In other words, the comprehensive junior college exists to meet needs and to provide opportunities. This can mean "meeting students at their level" and helping them overcome deficiencies as well as providing recreation or continuing education opportunities for the community at large. With this wide range of interests and activities, the college schedule of classes can complement or stultify institutional efforts to service a wide variety of needs.

Policy and Practice

One of the goals of a comprehensive junior college is to provide a wide range of opportunities in such a manner that wide flexibility and many options are available to its students. If the class schedule is constructed to meet the needs of different programs in isolation from one another, certain options are not available to students. It is well and good to know what must be contained in each program to provide a student with the kind of competence he needs but do you have policies providing for program flexibility through proficiency examinations and course substitutions between different kinds of programs. Even if these measures exist, if both occupational and college general math are scheduled at the same time the student may be unnecessarily locked into a curriculum box rather than given the opportunity to develop according to his needs. Is there a policy at your institution regarding the importance of adult education, how such courses will be staffed, and definition of how needs will be identified and on what basis met by the institution?

There may be, but if courses are scheduled at the convenience of the faculty the needs of the adult population may not be met. Is the schedule of evening classes balanced and representative of most areas available to day students and can a person obtain a degree by attending night classes alone. If there are not enough students on a regular basis to justify offering certain classes needed in a degree program has a master schedule been devised of all evening classes which indicates several years in advance what will be available when? Are adults informed about when they can obtain certain needed classes?

These examples of the differences class schedules can make between policy and practice are certainly not exhaustive but they are representative. Scheduling is a mechanical procedure that can be accomplished with a wide variety of devices from chalk and blackboard to pegboard and pins. However, there must be more to scheduling than mechanics if the aspirations of a comprehensive junior college are to be realized. Now enough of the "big picture" and let us consider the schedule as it relates directly to individuals. A class schedule not only imposes order on persons, it should also be constructively representative of individual needs encountered in the process of education.

People and the Class Schedule

There are primarily two groups of people served or abused by the class schedule ... students and instructors. To serve either group extensively is to deprive the other group of services considered important to most of its members.

Students may be attending a comprehensive junior college because they cannot afford to go elsewhere and a part-time job is essential. Therefore, it may be very important to not have a class schedule that stretches into both morning and afternoon. Are all classes necessary for a degree program available in the morning and also in the afternoon and in the evening? Impossible? It certainly is if classes are few at eight and nine in the morning and three and four in the afternoon, but the facilities are bursting at the seams from ten A.M. to two P.M. Yet, within this compressed presentation to meet student needs there must also be provision for flexibility to combine programs as has already been suggested. Potential course substitution opportunities cannot be provided extensively but provision can be made for selected courses to be exchanged if the class schedule is devised with carefully calculated provision for flexibility.

What has been done to or for the student in an occupational program which incorporates some transfer courses? Should he find himself with a three hour break between his occupational courses and the only available transfer section? This too could be corrected by calculated provision but for special groups rather than for flexibility.

The contribution to or the mitigation of the teaching environment by the schedule concerns faculty. When instructors are called upon to meet classes spread from eight A.M. to ten P.M. or without break from eight A.M. to one P.M., the teaching environment is not conducive to a good learning environment. Free afternoons were not intended for community junior college faculty nor can educational ends be served with a day that begins too soon and lasts too long. The schedule of classes already has too many factors to consider but legitimate special needs of individual faculty cannot be ignored. Some cases in point would be the faculty member who cannot climb stairs, is recovering slowly from an operation, is "an afternoon and evening person" and just does not function well in the early morning. (Beware of "a middle of the day person" who does not function well in the early morning or evening classroom). There are legitimate reasons for exceptions and any system too rigid to bend a little faces the possibility of ultimately being broken.

Realizing Objectives

What has been proposed is multi-dimensional schedule planning to facilitate the many aspirations of the community junior college. It is in part through the schedule of classes that these aspirations (or strong desires) of the institution to serve will become objectives (or actual service). The class schedule will service these objectives if it:

1) is supported by and seeks to implement the various policy statements which set forth the diverse objectives of the institution and
2) seeks to serve both students and instructors to the end that the best possible teaching-learning environment is nurtured.

The problems of devising a class schedule can be myriad and because of the diverse nature and size of comprehensive junior colleges, so are the practices. The danger lies not so much in either problems or practices but in philosophy and process. What is the philosophy that undergirds the development of a class schedule at your institution, and how is this reflected in the process employed in its construction?

Principles, Parameters, Processes, and Prayer - Scheduling Processes at Triton College

George Cox
Dean of Instruction
Triton College

The scheduling processes at Triton College are designed around certain basic principles.

A. Classes must be established to allow as much total flexibility as possible to accommodate burgeoning enrollment.

B. A wide base of faculty participation will aid in the acceptance of some awkward assignments.

C. Students in all curricula must be able to select a schedule through counseling that meets all their program assignments.

D. Physical facilities must be utilized as efficiently as possible.

E. Instructors should be assigned their favorite and best teaching areas if possible.

F. Convenience of students shall have priority over institutional or faculty convenience.

In scheduling, one must of necessity work within certain parameters. At Triton these include: (1) a long schedule of hours: 8:00 a.m. to 10:00 p.m. Monday through Thursday; 8:00 a.m. to 6:00 p.m. Friday, and 9:00 a.m. to 3:30 p.m. Saturday; (2) a limited number of classrooms; (3) fifteen classrooms to be reserved in the evening for adult-education; (4) instructor loads: 14-16 lecture hour equivalents, not more than 3 lecture hour equivalent overloads, and 12 hours for English Composition loads; (5) individual instructor loads limited to classes within an eight hour span and not more than three consecutive hours; (6) synchronization of lecture-discussion and lecture-lab sections; (7) two one-hour periods per week kept open as a college hour; (8) sections must be spread throughout lunch hours because of limited food services on campus; (9) evening sections must be staggered to avoid traffic tie-ups; and (10) certain courses must be scheduled so as to be available to both day and evening students.

As scheduling commences, an estimate is made from past experience what enrollments can be projected. A conference with all Chairmen solidifies scheduling parameters and enrollment projections, then tentative schedule proposals are submitted by each chairman and coordinator. Once these are reviewed, clarifying placement and numbers of sections, a room chart is prepared covering all parameters excepting individual instructor assignments and schedules. Any necessary changes are made and tentative schedules are typed up for distribution to chairmen, coordinators, guidance personnel, and assistant deans. The schedule is tested by curricula to identify any conflicts, and adjustments are made as necessary. Department Chairmen make instructor assignments.

The finished schedule, with changes, is distributed for pre-registration, make-up, and printing. Numbers for sections are established and the schedule is computerized for registration. During registration, computer reports are periodically produced from which decisions on cancelation and additions of sections, rearrangements of assignments, and need for additional part-time instructors are made. One can only pray it all works.

Discussion

A preprogramming process is helpful in scheduling, however, it is not as accurate as it could be in predicting enrollments since students programmed in the spring often do not show up in the fall, or change work schedule so have to change preprogrammed schedules.

The computer is a great aid in scheduling, especially in running tests to see if room and program conflicts exist. Magnetic boards are also helpful in the scheduling process.

Registrants at Deans of Instruction Meeting

Name of College	Name of Representative
Southern Illinois University-Carbondale	Thomas E. McGinnis
DePaul University	Edwin J. Harrington
University of Illinois - Medical Center	Charlene Caldwell
Western Illinois University	Kenneth Epperson
Illinois State University	Jim Collie
Southern Illinois University-Carbondale	Roye R. Bryant
Southern Illinois University-Edwardsville	Paul Burns
Southern Illinois University-Edwardsville	Robert M. Bruker
Sangamon State University	Jean Zmolek
Southern Illinois University-Carbondale	Donald J. Tolle
University of Illinois-Champaign	Ernest F. Anderson
Office of Superintendent of Public Instruction	Elden A. Lichty
Northern Illinois University	W. K. Ogilvie
Amundsen-Mayfair College	Frank Okroy
State Community College of E. St. Louis	Rosetta Wheadon
University of Illinois-Champaign	W. G. Anderson
Eastern Illinois University	M. W. Manbeck
Eastern Illinois University	Samuel J. Taber
Southern Illinois University	Henry T. Boss

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Deans of Adult Education

"Examining the Role of Community Services in Illinois Adult Education"

Chairman . . . . Robert E. Johnson
Dean of Adult Education, Thornton Community College

Discussion

Recorder . . . . Maynard Boudreau
Dean of Evening School, Joliet Junior College

This report combines the meetings held on May 7th and May 8th, for Deans of Continuing Education.

The following tentative "role" and guidelines for Continuing Education and Community Services programs in Illinois Public Junior Colleges were developed for future study.

> The role of Community Services is to provide a continuing dialogue between the needs of the community--economically, socially, politically--and the programs of continuing education within the junior or community college.

1. Each junior college should establish a task force of faculty, administration, and community representatives to develop a policy statement for that

institution regarding continuing education. The policy statement should show the relationship of continuing education to other programs in the college.

2. The administrator of the continuing education program should be responsible directly to the president of the college. Factors such as size of institution, scope of continuing education program, etc. will determine the organizational structure of each junior college. The committee could not agree fully on this point.

3. Each junior college should develop a job description for the administrator of the continuing education programs.

4. Each junior college should have a continuing education administrative and clerical staff commensurate in size with the scope and responsibility of the program. The following factors should be considered: number of faculty, students, course offerings, site locations, and program.

5. The junior college should through its continuing education administrator, initiate procedures to cooperate and/or coordinate continuing education services within the district.

6. The office of the Illinois Junior College Board should serve as a clearinghouse to collect and distribute information to junior colleges regarding programs, courses, surveys, etc.

7. A Dean of Continuing Education Advisory Council should be established to make recommendations to the staff of the Illinois Junior College Board in continuing education affairs. This committee should be chosen proportionately between industrial, urban, and rural areas.

8. Continuing and extension education services in the colleges should be administered by the Dean or Director of Continuing Education.

9. Continuing education programs should have use of the full supportive services of the college such as student personnel services including counseling, data processing services, health services, learning resources services, and services of the registrar's office.

10. Public junior colleges, through the continuing education division, should extend counseling services to the entire junior college district and should make referrals to other agencies.

11. New community colleges should employ the administrator of the continuing education program exclusive of other assignments prior to the opening of the college.

12. Major effort should be given to providing greater opportunity for in-service training for continuing education personnel by universities, the Illinois Junior College Board and professional organizations as well as through cooperative and coordinated programs developed by institutions.

13. A booklet or brochure describing public funding procedures in the areas of continuing education should be published by the Illinois Junior College Board.

14. The Illinois Junior College Board should consider the recommendations of the Deans of Continuing Education Advisory Council relative to state funding of Continuing Education Programs.

15. Community Services programs heretofore unfunded should be funded at the 50 percent level by the State.

16. Continuing Education programs should have their own budget which should be commensurate with the needs of the program.

17. The institution's annual report for continuing education should reflect the revenues and expenditures for its continuing education program.

18. When and if minimum local tax rates are established by the State for public junior colleges, a percentage of the local tax rate should be designated specifically for community services.

19. The educational and/or work experience of the part time faculty should be commensurate to the type of course for which he is being employed.

20. Each college should be responsible for the orientation and on-going training of all Adult Education faculty, and that each institution be responsible for the accounting of same on the State Recognition Report.

21. Each college is responsible for a method of evaluation of the part time instructor.

22. The college should make provisions for the on-going professional training of Adult Education Administrators by encouraging him to participate in convention, seminars, short courses, etc.

It was the consensus of the group that the above "role" and guidelines should be reviewed at the fall meeting at DeKalb.

Mr. Phillip Walker, Assistant Dean of Continuing Education, Parkland College was elected convener for the coming year, and Mr. Louis K. Voris, Director of the Evening College, Lakeland College, was elected recorder for the coming year, for the Deans and Directors of Continuing Education.

SENIOR COLLEGE AND UNIVERSITY PLANNING SEMINAR

Moderator . . . . G. Robert Darnes
Associate Secretary, Illinois Junior College Board

After a lengthy discussion the following action was taken at this meeting:

1. The office of the Illinois Junior College Board should again initiate a letter to each public and private senior institution asking if that institution wanted a room or suite reserved at the next junior college conference. It is to be understood that all rooms reserved would be one bedroom with one "front" room or as near to that type as the hotel could furnish. An attempt would be made to secure all rooms the same size. It is understood that each institution would bear the cost of this suite; however the name of the institution and the room number would be listed on the official program.

   It was further suggested that this be run in the College Bulletin and some type of a news story be prepared.

2. It was further agreed that the matter should be heard Thursday evening at 8:00 p.m. or another appropriate time.

3. It was agreed that junior college personnel should also be invited to this meeting.

4. Dr. William K. Ogilvie of Northern Illinois University was complimented and encouraged to continue to develop a junior college directory.

5. It was recommended that the Illinois Junior College Board publish a junior college directory which would include presidents, members of boards of trustees, vice presidents, deans, directors of adult education, and department chairmen. It was recommended that this directory be available by October 15 if at all possible.

* * *

Friday, May 8, 1970

HOME ECONOMICS

Presiding . . . . Dr. Anna Carol Fults, Chairman
Department of Home Economics in Education
Southern Illinois University at Carbondale

Committee Reports:

Home Economics Orientation . . . . Mrs. Roberta Hollada
Lake Land College

Foods and Nutrition . . . . Mary Jo Oldham
Southeastern Illinois College

Textiles and Clothing . . . . Rita Powell
Wright College--City Colleges of Chicago

Child Development--Family Relations . . . . Dr. Mary Heltsley
Northern Illinois University

Home Management--Family Economics . . . . Margaret Goodyear
University of Illinois

Recorder . . . . Mrs. Mary Pickard
Illinois Valley Community College

HOME ECONOMICS COMMITTEE REPORTS

The meeting was opened by the Chairman, Dr. Anna Carol Fults of Southern Illinois University at 9:00 a.m.

Dr. Fults presented a short resume of the preparatory work in setting up an organized group for Junior College-Senior College articulation in home economics.

In March of 1969, Dr. G. Robert Darnes and a group of people concerned with home economics met to plan a conference for October of that year to be held in Springfield. Invitations were sent out and those who responded represented all of the four year colleges, both public and private, which offer a home economics curriculum, as well as the junior colleges which offer such programs.

It was determined by this group that nine subject areas would be pursued and course outlines worked out for each. Committees of three members each were appointed, to have at least one junior college person and one senior college person on each committee. These committees were to meet at their convenience and present outlines for approval at a meeting to be held during IACJC meeting in Peoria on May 8, 1970. These courses were to be planned and presented in such a manner that they would be acceptable to both the junior and senior colleges as basic home economics courses acceptable as transfer from the junior college to the senior college.

The first report was given by Mrs. Roberta Hollada of Lake Land College. Her co-workers were Virginia Heinzmann of Kaskaskia College and Sister Mary Pierre Flynn of Mundelein College.

During the discussion Mary Jo Oldham suggested this course could be used as an aid for students in deciding whether they would like to go on in home economics as a major field as well as an orientation course for those already having decided on home economics as their special interest.

Further in the discussion the question was raised as to whether these proposals should be discussed today, amended and sent to the universities for their appraisal and have them sent back with their suggestions for the committees to rework and submit again for final approval. This procedure would necessitate another meeting of each committee as well as another for the general committee. Dr. Darnes felt it was the intent of those present at the October meeting to have these finally approved at this meeting. The proposals are to be used as guidelines or resource documents by each school.

The proposal was amended and approved upon a motion by Mary Heltsley of Northern Illinois University, seconded by Margaret Goodyear of the University of Illinois. Motion carried.

Mary Jo Oldham of Southeastern Illinois College presented the plans of her committee for Food and Nutrition. Dr. Mary Ruth Swope of Eastern Illinois University and Herma Barclay of Olney Central College were also members of the committee.

Report of Food and Nutrition Curriculum Study Committee

This curriculum study began early in November, 1969, when the committee, Dr. Mary Ruth Swope, Dean of the School of Home Economics at Eastern Illinois University, Miss Herma Barclay, Director of Home Economics at Olney Central College and I, requested course outlines of Beginning Nutrition and Beginning Foods courses currently being taught at the senior college level from all senior colleges in Illinois. It was our idea that if we acquainted ourselves with what was presently being taught in these two courses in most senior colleges we would have a better background for our curriculum study.

Then, on November 20, 1969, the three of us met in a working session at Olney Central College. We saw our task as that of designing two suggested course outlines; one for Beginning Nutrition, the other for Beginning Foods. These two courses were identified at the Statewide Articulation Conference in Home Economics held in October, 1969, as being among a selected group of courses which should be offered during the first two years of college and which seem to lend themselves to being taught in the junior colleges.

Subsequent to the working session in November, additional efforts were directed toward these outlines through individualized efforts and committee correspondence. I want to extend my personal thanks to Dr. Swope and Miss Barclay for their cooperation and invaluable participation. They made my duties as chairman most enjoyable. Truly this has been group effort. Copies of the two suggested course outlines in Foods and Nutrition have been distributed. We offer them at this time for discussion.

The plan for Foods is to be used either with students who have had high school home economics or with those who have not.

Margaret Goodyear moved and Mary Heltsley seconded a motion to accept the proposal for a Foods course which includes laboratory experience. Motion carried.

COURSE OUTLINE
INTRODUCTION TO HOME ECONOMICS

Credit: 1 or 2 semester hours

Suggested Texts:
Careers in Home Economics by Ruth Hoeflin, Macmillan Co.
Introduction to Home Economics by Eileen Quigley, Macmillan Co.
Home Economics Careers for You by Phillips

Objectives:
To increase the student's understanding of home economics in higher education.
To give student an understanding of the scope and contributions of home economics as a profession.
To acquaint the student with all of the career opportunities in home economics.
To help student establish self-identity in order to obtain maximum benefit from her educational experiences.

Course Outline:

I. You and Higher Education
  - A. Establishing Self-Identity
  - B. Defining Immediate Goals
  - C. Defining Long-Range Goals
  - D. Development of Good Study Habits
  - E. Development of Good Health Habits
  - F. Development of Good Relationships with Others

II. Home Economics as a Profession
  - A. Important Events and People in the Home Economics Movement
  - B. The Role of a Home Economist--Past, Present & Future
  - C. Course Requirements for Home Economics Degrees
  - D. Home Economics Organizations and Publications

III. Career Opportunities
  - A. Homemaker
  - B. Apparel Design
  - C. Interior Design
  - D. Merchandising & Retailing
  - E. Home Economics in Business
  - F. Nutritionist
  - G. Dietetics
  - H. Research
  - I. Institution Management
  - J. Child Development Specialist
  - K. Family Relation Specialist
  - L. Extension Work
  - M. Teaching--Pre-School, Junior High, High School, College and Vocational Occupational Programs

Committee -	Roberta Hollada, Chairman	Lake Land College, Mattoon, Ill.
	Virginia Heinzmann	Centralia Junior College, Centralia, Ill.
	Sister Mary Pierre Flynn	Mundelein College, Chicago, Ill.

COURSE PROPOSAL

COURSE: Foods I or
Basic Foods or
Introduction to Foods or
Fundamentals of Foods

CREDIT: 2 hours lecture - 4 hours lab -- 3 semester hours or 4 quarter hours

SUGGESTED TEXTS AND/OR REFERENCES: Introductory Foods by Osee Hughes
Food Preparation by Gladis Peckham
Introduction to Foods and Nutrition by Stevenson & Miller
Foods by Vail, Griswold, Justin & Rust

OVERVIEW: This course is designed to introduce students to the basic principles involved in the process of providing nutritionally adequate diets at various cost levels and for a diversity of individuals. Factors studied will include basic principles of food buying, preparation, methods, and standards, comparative costs and food values, principles of meal planning, food sanitation, and principles of food handling.

GENERAL OBJECTIVES:

1. An introduction to the food values of a wide variety of foods in the various food groups.
2. Understanding of how to select and handle common household foods.
3. Understanding of and ability to apply principles to the purchase of foods at various cost levels and to combine these foods into appropriate meal patterns.
4. Understanding of and ability to apply recommended scientific principles to the preparation of common food groups and to recognize and evaluate standard products.
5. To acquire skill in manipulative techniques along with an appreciation for work simplification.
6. Understanding of the role of high standards of sanitation, personal hygiene, and safety in food preparation.
7. Stimulate students to continue their study of foods, especially the reading of current research.

SPECIFIC OBJECTIVES:

1. To be able to list (or recognize from a given list) scientific principles of preparation relating to various food groups (fruits, vegetables, proteins, starches, flour mixtures, desserts, etc.).
2. To be able to name the main nutritive value of a given list of common foods.

3. To be able to demonstrate, with the proper lab equipment, proficiency in the specified manipulative skills

4. To be able to recognize and describe a good quality product in the various food groups.

5. To be able to state (or choose from a list) recommended consumer practices relating to various food groups.

6. To be able to write or state the reasons for observing accepted methods of sanitation and personal hygiene relating to food preparation.

7. To be able to demonstrate, using lab equipment, proper safety techniques.

8. To be able to select, from a wide variety of foods, good quality foods that would be appropriate for various cost levels.

9. To be able to state (or recognize from a given list) proper procedures for handling food stuffs.

COURSE CONTENT

A. Introduction
    1. The Foods We Eat and Nutrition
    2. Basic techniques in food cookery
        a. Use and care of equipment
        b. Reading recipes
        c. Measuring techniques
        d. Dishwashing procedures
        e. Work simplification

B. Principles of Food Preparation
    1. Fruits
        a. Selection and handling
        b. Principles of cookery
        c. Standard products
        d. Nutritive values
    2. Vegetables
        a. Selection and care
        b. Classification and nutritive values
        c. Principles of cookery
        d. Standards

3. Starches: Cereals and Breads
    a. Cereals
        (1) Selection and handling
        (2) Cooking principles
        (3) Standard products
        (4) Nutritive values
    b. Flour mixtures
        (1) Quick Breads
        (2) Yeast Breads
4. Protein foods: Meats, Poultry, Fish, Milk, Cheese, Eggs
    a. Selection and care
    b. Principles of cookery
    c. Standard products
    d. Nutritive values
5. Salads and Salad Dressings
    a. Principles of preparation
    b. Standard products
    c. Nutritive values
6. Desserts
    a. Cake making
    b. Pastry making
    c. Frozen desserts
7. Beverages
    a. Selection and care
    b. Preparation
    c. Standard products
    d. Food Values

C. Principles of Food Purchasing at Various Cost Levels

* * *

The plan for Nutrition was also presented by Mary Jo Oldham. This course was designed in such a way that there would be no need for chemistry as a prerequisite. It was also pointed out that this course might be used by other college curricula to fulfill a nutrition requirement. Examples might be nursing, health education and child care training.

After discussion, several corrections were made. Dr. Joyce Crouse of Eastern Illinois University moved for acceptance of the plan as corrected. The motion was seconded by Virginia Howland of Wright College and the motion carried.

PROPOSED COURSE: Basic Nutrition or
Nutrition I or
Beginning Nutrition or
Introduction to Nutrition or
Fundamental Nutrition

CREDIT: 4 quarter hours, or 3 semester hours (Lecture or Lecture/Laboratory)
3 hours or 4 hours lecture
or
2 lectures and 2 - 2 hour laboratory

SUGGESTED TEXTS AND/OR REFERENCES: Nutrition by Bogert, Briggs & Galloway
Nutrition In Action by Ethel A. Martin
Principles of Nutrition by Wilson, Fisher Fuqua
Introduction To Nutrition by Henrietta Fleck

OVERVIEW: This is an introductory course in nutrition to present the basic principles along with their application to everyday nutritional problems. The course includes a study of the major food nutrients, their chemical properties, sources, metabolism and the minimum daily requirements for each age group in the life cycle. Recommended as a course to meet the nutrition requirement in other curricula.

GENERAL OBJECTIVES:

1. To develop an understanding of the importance of nutrition.
2. To motivate students to evaluate and improve their present food habits.
3. To develop an interest in working with other people in terms of changing food habits.
4. To stimulate students to continue study of nutrition, especially the reading of nutrition research materials.
5. To develop an understanding of world nutrition problems.

SPECIFIC BEHAVIORAL OBJECTIVES:

1. To be able to give evidence of the role nutrition plays in health (recognition of the signs of good and/or poor nutrition).
2. To be able to describe the general nutrition conditions existing in the world today with special emphasis on the major problems.
3. To be able to select from a given list of statements food fallacies and/or fad diets and give arguments to discredit their use.

4. To be able to recite the major functions and food sources of the four main food groups.

5. To be able to state the conservation principles in preparation and use for the four major food groups.

6. To be able to plan a dietary to meet the nutritional needs of normal individuals of all ages.

7. To be able to plan a dietary to meet the nutritional needs of humans with special needs: (list the problem - underweight, diabetic, growth spurts, etc.)

COURSE CONTENT: A. The significance of nutrition in relation to health.

1. Signs of good nutrition
2. Signs of poor nutrition

B. The nutritional status of humans.

1. Around the world
2. Americans
    a. Infants
    b. Toddlers
    c. Preschool
    d. School children
    e. Teenagers
    f. Adults
    g. Geriatrics

C. "The nutritional gap" between knowledge and practice.

1. Fad diets
2. Food fallacies
3. Use of chemicals in food
4. Increase in incidence of conditions related to nutrition
5. Disproportionate use of carbohydrate foods

D. The major food nutrients--major functions, food sources, chemical nature, minimum requirements, and conservation in preparation and use.

1. CHO
2. Fats
3. Proteins
4. Vitamins
5. Minerals
6. Water

E. Theory into practice

   1. Meeting daily nutrient needs of normal humans
   2. Meeting special dietary needs in common nutritional problems
      a. obesity
      b. underweight
      c. diabetes
      d. during growth spurts

* * *

Rita Powell of Wright College presented the proposal for a beginning course in Clothing Construction with laboratory experience. Her committee members were Sara Franklin of Triton and Carolyn Humphrey of Mundelein. They also had the assistance of Patricia Metcalf of Northern Illinois University.

The proposal was accepted with very little discussion upon a motion by Doris Hoye of Bradley University, seconded by Virginia Howland of Wright College. It was also determined to give three semester hours credit for five contact hours.

The committee had misunderstood their total assignment and had not prepared a plan for Clothing and Textiles. At this point the committee was asked to meet again and write such a plan sending it directly to Dr. Darnes to be included in the total plan.

It was so moved by Virginia Heinzmann of Kaskaskia College, seconded by Virginia Howland of Wright College. Motion carried.

It was further suggested that textbook listings would be helpful and the committee was asked to give suggested texts for both courses.

Miss Powell asked questions of those present as to general attitudes of content in a Clothing and Textiles course. The clarification given was a course which includes clothing selection, relationship to textiles, and no laboratory.

BEGINNING CLOTHING CONSTRUCTION COURSE WITH LABORATORY

COURSE OUTLINE INCLUDING SUGGESTED TEACHING TECHNIQUES AND VISUAL MATERIALS

CREDIT: 3 Semester hours - 5 hours, lecture and laboratory (Contact hours)

I. Selection of Sewing Equipment.

   A. Display sewing tools and equipment and discuss the various types available and the desirable characteristics for which to shop.
   B. Use bulletin board display of additional tools and notions that are helpful for special sewing techniques.

II. Analysis and Evaluation of Body Size and Shape.

- A. Take body measurements and compare with Standard Body Measurements developed by commercial pattern companies.
- B. Photograph students in body stockings for figure analysis
- C. In class critique observe and discuss the fit of ready-made clothing worn by members of the class.

III. Determination of Pattern Size and Figure Type.

- A. Discuss the development of commercial patterns, changes in the designers concept of the fashion figure and how the major commercial pattern companies have standardized their pattern measurements.
- B. Use wall charts to show differences in proportions, vertical measurements and the placement of darts in various figure types.
- C. Students measure each other after class demonstration on how to take measurements.
- D. Using individual body measurements and the Standard Body Measurements, developed by commercial pattern companies, students select the proper pattern size and figure type.
- E. Students may check the accuracy of the size and figure type of commercial patterns they selected by trying on basic shells.
- F. Explain and compare sizes and figure types of commercial patterns and ready made clothes.

IV. Use of Line, Color and Texture.

- A. With slides, flash cards or other visual materials introduce the basic elements of design and the illusions that can be created by their use.
- B. With an opaque projector or slides show a variety of styles that may be selected for the required garment and discuss how the design of the garment influences the apparent size of the figure.
- C. Try on ready-made garments similar to that of the required garment and have the class discuss the effect of the line, color and texture on the apparent size of the figure.
- D. Have members of the class wear their favorite clothing, comparable to the required garment, and have the class discuss its effect on the individual figure.
- E. Show visual of paper doll with a variety of figure types and on each show different garments which illustrate apparent changes in figure size and shape as a result of different garments.
- F. With opaque projector show pictures illustrating the elements of design as they appear in nature and discuss their emotional quality. Ex. - Compare straight and gently curving lines or hue contrast in Bengal tiger and guanaco.
- G. With opaque projector show and compare typical garments and discuss the emotional suggestion or type of the dress.

V. Relating the Style, Fabric and Construction Techniques.

- A. Samples of required garments should be constructed in various fabrics for examination and discussion.
- B. Use half-yard swatches to demonstrate hand and drapability of fabrics.
- C. Discuss various silhouettes and their fabric requirements.

D. Show samples illustrative of decorative detail to stress the inter-relationship of fabric, style and construction techniques.
E. Show pictures of garments with similar, or preferably the same, construction lines but made up in different fabrics.
F. Discuss the selection and uses of supportive fabrics that compliment the silhouette and fabrics used.

VI. Evaluation of Style, Fabric and Construction Techniques in Various Price Ranges.

A. Contrast construction techniques, fabric and design found in garments in different price ranges or in varying qualities made by home sewers.
B. Students should examine and report on good quality clothing found in expensive shops.
C. Discuss advantages and disadvantages of various construction techniques and show examples of techniques well suited and/or poorly suited to the desired end product.
D. Discuss the relationship between the function of a garment, the care it will be given, and the construction techniques best suited to these purposes.

VII. Fabric Structure, Textile Terms and Labeling Regulations Relating to the Fabrics Used for Class Projects.

A. Use a small threaded loom to explain weaving process, names of yarns, grain directions and their relation to the strength of the fabric, finished edges, fabric width, etc.
B. Explain Wool Labeling Act, Textile Fiber Products Identification Act and general and functional finishes that affect its price and service ability.

VIII. Evaluation of Fabric Quality.

A. Discuss factors affecting the quality and performance of the fabric with which the students will work.
B. Have samples of fabrics of various quality available for students' inspection.
C. Demonstrate simple tests to determine quality that can be made in the store at the time of purchase or in the home with a sample swatch.

IX. Preparation of Fabric for Construction.

A. Discuss the preparation of fabrics for garment construction, i.e. fashion fabric, linings, underlinings, interfacings and notions.

X. Understanding the Commercial Pattern.

A. List and discuss the information given on the pattern envelope, instruction sheet and pattern tissue.
B. Identify symbols and discuss their relation to the pattern layout, structural design of pattern and the construction techniques used.
C. Discuss the factors that influence the amount of fabric yardage needed.

XI. Pattern Alteration.

A. Discuss methods of testing pattern for size.
B. Pin major pattern pieces together and try on to demonstrate to the student, roughly, how an unaltered garment would fit and discuss where alterations are needed.
C. Compare individuals' measurements with Standard Body Measurements to determine where alteration is required.
D. Present the Principles of Pattern Alteration and demonstrate how they must be observed when altering a pattern.
E. Demonstrate altering to adjust the pattern to fit the individuals' measurements and body contour.
F. Demonstrate altering for common figure irregularities.

XII. Pattern Layout, Cutting and Methods of Transferring Symbols to Fabric.

A. Demonstrate laying out the pattern, cutting.
B. Demonstrate use of instruction sheet in pattern layout.
C. Demonstrate methods of marking symbols and discuss their advantages and disadvantages in relation to the fabric being marked.
D. Demonstrate pressing procedures.

XIII. Pressing.

A. Compare techniques of ironing and pressing.
B. Selection and use of pressing equipment.
C. Use and care of irons.
D. Demonstrate pressing procedures.

XIV. The Sewing Machine.

A. Use Singer educational literature to teach the principles of the mechanical operation of the machine.
B. Use Singer Test Charts to identify parts of machine, their purpose and how to thread the machine and wind the bobbin.
C. Use stitching charts.
D. Use Singer's list of Common Causes of Machine Troubles.
E. Use Coats and Clarks "Relationship of Fabric, Thread, Needle, and Stitch Sizes."
F. Demonstrate fabric manipulation at the machine.

XV. Fitting the Garment.

A. Discuss criteria of a well fitted garment.
B. Discuss ease, grain, balance and line of a garment.
C. Discuss the relation of the fit of the garment to the techniques of alteration used to change the pattern measurements to fit the individual figure.
D. Demonstrate poor fit by using a basic type pattern made up in cotton fabric on which grain line has been marked both horizontally and vertically. Checked gingham would be a good fabric for this illustrative garment.

XVI. Required Construction and Sewing Techniques Comparable in Quality to Those used in High Quality Ready-Made Clothing.

A. Construction techniques

1. Darts
2. Seams and seam finishes
3. Application of facing and interfacing
4. Waistline stay
5. Zipper
6. Collar
7. Cuffs and plackets
8. Hems
9. Skirt waistband
10. Set-in Sleeves
11. Buttons, buttonholes and other fastenings
12. Finishing bottom of blouse
13. Lining and underlining a garment

B. Sewing techniques

1. Trimming
2. Grading
3. Beveling
4. Clipping
5. Wedging
6. Understitching
7. Staystitching
8. Hand stitches

C. New methods and short cuts that assure greater accuracy and perfection.

Reading assignments may be given in the text being used.

BEGINNING CLOTHING CONSTRUCTION COURSE WITH LABORATORY
BEHAVIORAL OBJECTIVES

I. Selection of Sewing Equipment.

A. Given a list of required sewing equipment the student must be able to select and purchase equipment and sewing tools that will best serve her needs. The suitability of her selection will be judged by the instructor when observing her work on her garment. Such things as always having her own tools available, having shears that are both long enough and sharp enough for cutting her fabric, the correct size needles for the required hand work, etc. will be checked during laboratory periods. Her ability to select the proper tools and equipment may also be evaluated by posing hypothetical construction problems on an examination that would require the student to describe or select from a display of sewing tools that which is best suited for the construction technique.

II. Analysis and Evaluation of Body Size and Shape.

A. When presented with a chart of Standard Body Measurements, a check list of figure characteristics, her photograph taken in a body stocking and a variety of figure shapes, the student must be able to identify her own figure characteristics and/or accurately describe the comparison of shapes. The accuracy of her perception would be based on the judgement of the instructor.

Given the opportunity to observe and discuss how the fit of ready-made unaltered clothing, purchased for individuals that wear the same size, varies from one figure to another, the student must be able to identify poor fit due to figure variations in proportion and contour. The students' ability to identify figure characteristics may be evaluated by listing the figure characteristics they observe and their influence on the fit of ready-made clothing worn by models presented to the class.

III. Determination of Pattern Size and Figure Type.

A. Provided with the Standard Body Measurements of the various figure types used by commercial pattern companies, and a copy of their own body measurements the students must be able to select a pattern in the correct size and figure type for their own figure or for any hypothetical figure whose measurements are given. Their selection of size and figure type can be checked by the instructor when comparing their measurements to the Standard Body Measurements, or have the students try on basic pattern shells, to check size and figure type.

B. Having heard the lecture dealing with the evolution of commercial patterns, sizing and standardization of patterns and having read the assignments, Chapters 3 and 4 in Creative Clothing Construction by Allyne Bane, the student must correctly answer 8 out of 10 written questions dealing with the historical and current practices of commercial pattern companies.

C. Students must understand why one can not purchase commercial patterns and ready-made clothing in the same size and figure type, after the class has discussed standardization of pattern sizes and also has the opportunity of comparing the measurements of ready-made clothing, in the same size, in various price ranges. The discussion should also include reasons for the standardization of commercial patterns and the lack of standardization in sizing of ready-made clothing. Evaluation of the students understanding would be measured by written examination or by not insisting on buying a commercial pattern by size and figure type they would normally purchase in ready-made clothing.

IV. Use of Line, Color and Texture.

A. Provided with visual materials showing the basic elements of design, the student must understand the use of line, color and texture in creating figure illusions. The degree of the students understanding will be evaluated by the instructor when she demonstrates her ability to change the apparent size and shape of a given figure to the desired size or shape.

B. Provided with visual materials showing the basic elements of design and using the knowledge obtained in the unit on analysis and evaluation of body size and shape, the student must be able to select a garment style and fabric that will compliment her figure and justify the selection in terms of the illusion created by line, color and texture.

V. Relating the Style, Fabric and Construction Techniques.

A. Provided with visual materials showing the interrelationship of style, fabric and construction techniques, the student must exhibit her knowledge by selecting a style, fabric or construction techniques when presented with a problem or description of a desired end product, the student may be given one or two of the factors involved. The degree of wise judgement exhibited by the student in her selections would be evaluated by the instructor.

VI. Evaluation of Style, Fabric and Construction Techniques in Various Price Ranges.

A. Given the opportunity to examine garments sold in various price ranges, the student must demonstrate her knowledge and awareness of characteristics of quality in clothing by identifying style trends, fabrics and construction techniques used in clothing in various price ranges that are provided for purposes of evaluation. Evaluation of ability to do so would be made by the instructor.

B. Given the opportunity to examine ready-made garments and discuss the type of fabrics selected and techniques used in relation to the end-use and care of the garment, the student must be able to suggest compatible fabrics and techniques of construction suitable for the end-use and care of garments made by the home sewer and select and evaluate the style, fabric and construction techniques of ready-made garments on the basis of end-use and the care required. Evaluation of the students judgement will be made by the instructor.

VII. Fabric Structure, Textile Terms and Labeling Regulations Relating to the Fabrics Used for Class Projects.

A. Having examined a threaded loom and listened to a lecture on its relationship to the construction of the fabric, the student must be able to explain fabric structure and its importance to pattern layout, the drape of the garment, and various construction techniques. The student must demonstrate her ability to apply this knowledge when preparing the fabric for cutting and in pattern layout.

B. Given textile terms and labeling regulations that relate to the fabrics that will be used for class projects, the student must identify eight out of ten terms and regulations identified by the instructor.

C. Given textile terms and labeling regulations, the student must be able to discuss intelligently, the labeling they observed in the retail store when purchasing their fabric and demonstrating a minimum level of understanding, in writing, of what to expect from their fabric, based on the information given on its label. A written report of their shopping experience and detailed information about the fabric they purchased for their class project will be evaluated by the instructor.

VIII. Evaluation of Fabric Quality.

A. Given the information on fabric structure, textile terms, labeling regulations and the factors that effect the quality and performance of the fabric, i.e. fiber, yarn, construction, color, design and finish, the student must be able to select a good quality fabric for her class project. The student's success will be evaluated by both the instructor and the student herself after the garment is complete.

B. Given 6 swatches of fabric of varying qualities, a pattern for a garment and a statement of its end use, the student must be able to be 75% correct in judging the quality and suitability of fabric and evaluating them in order of quality, i.e. 1, 2, and 3 for the use stated. The evaluation of her success can be made by the student if after her performance she is presented with a guide sheet that has them listed according to quality (as previously judged by the instructor) accompanied by the rationale for making the judgement.

IX. Preparation of Fabric for Construction.

A. Given the information in a reading assignment and a class demonstration on preparing fabrics for construction, the student must be able to correctly prepare her fabrics and notions that she will use for the class project. Her ability to correctly prepare her fabric may be evaluated by both the student and her instructor when the condition of the student's material is appraised during construction and when the garment is completed.

X. Understanding the Commercial Pattern.

A. Given a photograph or sketch of a garment and sketches of the garment pieces, the student must identify each piece of pattern in relation to the garment design. Evaluation may be made by both student and instructor when an explanation or diagram of construction is given.

B. Given sketches of various pattern symbols, the student must identify correctly 8 out of 10 symbols in a written quiz graded by the instructor.

C. Given information that would appear on the pattern envelope, instruction sheet or tissue pattern, the student must be able to state where this information would be found. Eight out of ten questions answered correctly would be acceptable.

XI. Pattern Alteration.

A. After comparing her measurements with the Standard Body Measurements and trying on basic pattern shells, the student must correctly determine the alterations necessary for perfect fit. The student's calculations may be put in chart form and checked by the instructor.

B. Presented with principles and techniques of pattern alteration, a list of their personal measurements that differ from the Standard Body Measurements and notations of figure irregularities, the student must alter the pattern they selected for a class project, to fit their figure. After altering the pattern, the instructor could check their ability to alter by having the students pin-fit the tissue pattern, make the garment up in muslin or check the alterations at the first fitting.

C. Presented with the principles and techniques of pattern alteration and a hypothetical problem in pattern alteration, the students must be able to diagram and explain how to alter the pattern in length and width, move darts to the correct position and do any simple pattern alteration posed by the instructor in the form of a written examination to test their understanding.

XII. Pattern Layout, Cutting and Methods of Transferring Symbols to Fabric.

A. Given a pattern and fabric, the student will lay out the pattern on the fabric observing all the rules of pattern layout, using or improving upon the pattern layout shown on the instruction sheet. The instructor will evaluate the student's understanding when checking her pattern layout used for a class project.

B. Given a pattern layout, the student will demonstrate her ability to cut out a pattern using shears correctly, cutting in the prescribed manner and leaving a straight edge on the pattern piece. The instructor will judge her ability by observing her cut out a garment or by written questions dealing with these points.

C. Given fashion fabric cut to pattern specifications the student must select and use, from those demonstrated in class, the best method of transferring pattern symbols from the pattern to the fabric for the type of fabric used and the type of construction that will be done. Both the teacher and student should evaluate her choice of method of marking by judging the accuracy of construction when the garment is complete.

XIII. Pressing.

A. Given a selection of various types of pressing equipment, the student must press her project during and after construction using the correct pieces of pressing equipment necessary to press the particular structural lines of the garment and for the type of fabric being pressed. Evaluation of the student's pressing technique may be made by both student and instructor by comparing the garment to the criteria given for a well pressed garment.

B. Given a lecture and reading assignment on the use and care of irons, the student's knowledge may be evaluated by written examination.

XIV. The Sewing Machine.

A. Provided with a sewing machine, thread and bobbin, a student should be able to correctly wind the bobbin and thread the machine. The student's ability to thread the machine correctly will be checked in the laboratory by the instructor.

B. Given instruction on fabric manipulation at the sewing machine, the student must demonstrate her ability to handle fabric, sew straight knot and back tack, turn corners, taper darts, etc. by constructing a garment. The student's ability to manipulate fabric, performing the types of sewing described above, would be evaluated by the instructor when observing her performance at the sewing machine and by evaluating accuracy of her machine work in the finished garment.

C. Given sewing machine charts, reading assignments on the purposes of the parts of the machine and common causes of sewing machine troubles. the student must be able to demonstrate her knowledge by passing a written test, including the identification of the parts of the machine, which would be graded by the instructor.

XV. Fitting the Garment.

A. The student must demonstrate her knowledge of fitting garments by being able to suggest adjustments in ready-made garments that do not fit the wearer properly. If such garments are not available sketches of poorly fitted garments might be used. The instructor would evaluate the suggested adjustments.

XVI. Required Construction and Sewing Techniques Comparable to Those Used in High Quality Ready-made Clothing.

A. Within the semester, the student must exhibit high quality workmanship and a knowledge of new methods and short cuts in constructing garments that contain at least 95% of the construction techniques and all the sewing techniques listed in the course outline. The student's success in constructing a garment exhibiting good workmanship and the use of techniques suitable for the style, fabric and end use will be evaluated by the instructor and at least one other member of the class. A student's work will be considered passable if the garment is considered wearable by the student herself and the two graders.

CLOTHING SELECTION
A NON-LABORATORY COURSE IN CLOTHING

1. Credit Hours - 3 semester hours.
2. Prerequisite - None.
3. Suggested Texts

Chambers, Helen and Moulten, Verna; "Clothing Selection", J. B. Lippincott Co.; Chicago; 1961

Delavan, Adams and Richards; "Clothing Selection - Application of Theory"; Burgess Publishing Co.; 1964

Horn, Marilyn J.; "The Second Skin"; Houghton Mifflin Co.; Boston; 1968

Morton, Grace; "The Arts of Costume and Personal Appearance"; John Wiley and Sons, Inc.; N.Y.; 1965

4. Visual Aids - In this particular course visual aids play an important role in conveying a concept in clothing or principle of design. Films, posters, displays, transparencies made by the teacher for this course, fashion magazines, charts, graphs, experimental measuring devices, photographs (five figure and facial photographs are taken of each student for the purpose of figure analysis), and demonstrations are used.

5. General Objectives - To understand and appreciate the social, psychological, and economic factors related to clothing and personal appearance and to be able to express beauty through clothing.

6. Specific Objectives

    1. To appreciate the importance of being well dressed.
    2. To identify the social and psychological aspects of clothing as related to group identification and behavior, the individual's self concept and personality, clothing perceptions and values and clothing as a special symbol.
    3. To identify clothing as a means of communication.
    4. To develop the ability to set up standards for judging personal appearance.
    5. To recognize one's assets and liabilities in figure and personality.
    6. To develop a vocabulary of style and fashion terms so that one may read advertisements and fashion reports with understanding.
    7. To be familiar with outstanding designers, who create and modify fashions, and to understand how costume is a reflection of the times.
    8. To consider the consumers' responsibilities, purchasing habits and practices related to clothing.
    9. To understand the importance of wardrobe planning and coordination.
    10. To know how to equitably divide the family clothing allowance.
    11. To understand one's own clothing problems.
    12. To enable the student to obtain the greatest satisfaction from the money she spends on clothing.
    13. To enable the student to develop a basic wardrobe staying within her share of the family clothing allowance.
    14. Develop an understanding of the problems of family clothing maintenance.
    15. To create the desire to express beauty through dress.
    16. To develop the ability to appraise the aesthetic value of clothing.
    17. To recognize the importance of design in achieving good taste in costume selection.
    18. To know how to select and purchase attractive and suitable clothing.

7. Content of Course - Class meets three periods per week. About 80 per cent of the time is devoted to lecture and class discussion and 20 per cent to laboratory work.

   The course is divided into five units of work.
   1. The social-psychological aspects of clothing.
   2. Wardrobe planning to meet the needs of the individual and family.
   3. Care of clothing.
   4. Figure analysis.
   5. Principles of Design applied to clothing.

   The lecture is designed to supplement the reading material and initiate class discussion.

8. Assignments - Textbook and reference reading assignments are given for each unit of study.

   A major assignment, other than reading, is made for each unit.
   1. The socio-psychological aspects of clothing.
      Observation report

   2. Wardrobe planning to meet the needs of the individual and family.
      Wardrobe inventory
      Family clothing budget
      Plans for future clothing purchases

   3. Care of clothing.
      Analysis of equipment for clothing care and storage

   4. Figure Analysis.
      Using the Personal Record Chart and the photographs taken of the figure, write an objective analysis of the anatomical characteristics

   5. Principles of Design applied to clothing.
      Compile a notebook of designs and biography of ten outstanding American and ten outstanding European designers.

      Submit a notebook of 10 costume pictures that the students consider will enhance their figure. Each picture is accompanied by an analysis relating it to the figure characteristics of the individual.

9. Content of Course

   I. The Social-Psychological Aspects of Clothing
      A. First Impressions
      B. Motivation in Clothing Choices
      C. How Society Influences Clothing Choices
      D. Clothing and the Wearer: His personality and Self-concept
      E. Effects of Clothing on the Individual

II. Wardrobe Planning to Meet the Needs of the Individual and Family
A. Procedure for Planning a Wardrobe
B. Managing the Clothing Dollar for the Individual and Family

III. Care of Clothing
A. Routine Care
B. Cleaning
C. Storage

IV. Figure Analysis
A. Figure Proportion Analysis by Measurement and Photographic Record
B. Posture Analysis

V. Principles of Design Applied to Clothing
A. Plastic Elements of Design
B. Achieving Harmony Through Balance, Proportion, Rhythm, and Emphasis
C. The Affect of Design and Color on the Individual Figure

Committee:
Sara Franklin - Triton College
Carolyn Humphery - Mundelein College
Rita Powell - Wilbur Wright College, Chairman

Other Contributors:
Mary Jo Oldham - Southeastern Illinois College
Dr. Joyce Crouse - Eastern Illinois University

Dr. Mary Heltsley of Northern Illinois University presented the combined thinking of her committee's plan for the Individual and His Family. Doris Hoye of Bradley University and Betty Pickard of Illinois Valley Community College were the other members of the committee.

It was explained that some freshman and sophomore courses pertaining to the family consider the individual in the family while others discuss the family as a system. In this proposal both were incorporated into the outline. Three semester hours credit with no laboratory was recommended.

Much discussion followed because of the close correlation to sociology course outlines. It was stated by some that it might not be possible to use this particular type of outline because of the similarity and as a result the course might be taught by the Sociology Department rather than the Home Economics Department.

The committee felt also that the developmental approach should be used at the freshman-sophomore level while at the senior college level it would be the interpersonal relations - courtship, marriage approach.

After further discussion Dr. Joyce Crouse of Eastern Illinois University moved and Rita Powell of Wright College seconded a motion to accept the proposal as presented. Motion carried.

Doris Hoye of Bradley University presented the plan for a Child Development course with observation of preschool children.

It was determined that the proposal should be expanded to include suggested facilities for the observation of preschool children as well as suggested textbooks.

Mary Jo Olham of Southeastern Illinois College moved to accept the outline with the additions. Virginia Heinzmann seconded the motion. Motion carried.

PROPOSED COURSE OUTLINE

The Individual and His Family. Growth and development of the individual throughout the life cycle with emphasis on the socialization process within a familial context.

Credit: 3 semester hours

I. Objectives:
  To help students:
    A. learn the basic principles of human growth and development
    B. understand the influence of social change on the individual and the family
    C. recognize that certain developmental tasks are required of individuals at each stage of life

II. Course Content:
  A. The individual, Family and Society
    1. Approaches to study of individual, family and society
      A. personality theories
      B. family conceptual frameworks
      C. social theories

    2. Concepts of Growth and Development of Individual
      A. mental
      B. emotional
      C. social
      D. physical

    3. American Families Today
      A. demographic characteristics
      B. response to social change
      C. role expectations
      D. types of family orientations

    4. Changes in American Society
      A. influence of technological change
      B. social movements
      C. educational advancements
      D. social class shifts and values

  B. The individual in His Familial Context
    1. Infancy

    - A. adjusting to people; learning to love
    - B. learning to express and control feelings
    - C. developing self-awareness

2. Early Childhood
    - A. mastering impulses; conforming to others' expectations
    - B. learning to communicate effectively
    - C. becoming an autonomous person

3. School Years
    - A. learning basic conceptual skills
    - B. relating effectively to others
    - C. handling feelings and impulses
    - D. coming to terms with one's sex role

4. Adolescence
    - A. accepting one's changing body
    - B. achieving a socially acceptable sex role
    - C. achieving emotional independence of parents

5. Early adulthood
    - A. learning to express love feelings adequately
    - B. achieving adjustments in marriage
    - C. establishing workable relations with relatives, friends and neighbors

6. Adulthood
    - A. recruitment and release of family members
    - B. working productively and efficiently
    - C. achieving mature social and civic responsibility
    - D. finding new meanings in life

7. Aging
    - A. find life meaningful after retirement
    - B. facing death as inevitable and as part of life
    - C. finding emotional satisfactions in intimate contacts with loved ones

C. Changes in Families Throughout the Life Cycle
  1. housing
  2. finances
  3. role expectations
  4. sex relations
  5. patterns of interaction
  6. in-law relations
  7. community participation
  8. family crises

Suggested Texts: Duvall, Evelyn, Family Development; Lippincott, 1967.
Jouard, J., Personal Adjustment, MacMillan, 1970.
Klemer, R., Marriage and Family Relationships, Harper and Row, 1970.

Committee:
Dr. Mary Heltsley, Chairman
Doris Hoye, Bradley
Betty Pickard, Illinois Valley

Course Proposal

Child Development I

With Observation of Preschool Children

Credit: 3 semester hours

Objective: To develop awareness and understanding of the principles of development pertaining to preschool child. Through observation of children in a nursery school situation to learn practical application of these principles

Course Outline:

I. Principles of Development

II. Adjustments to Birth

III. Physical Development

IV. Motor Development

V. Language Development

VI. Emotional Development

VII. Social Development

VIII. Social Adjustments

IX. Play

X. Development of Understanding

XI. Moral Development

XII. Family Relationships

XIII. Personality

Suggested facilities for observation of preschool children:

- Nursery school
- Day care center
- Individual child
  - In family situation
  - Instructured situation
- Children in classroom
- Recreation centers
  - Swimming pool
  - Playground
  - Playschool

Suggested Textbooks and References:

Breckenridge and Murphy, Growth and Development of the Young Child

Crow and Crow, Child Development and Adjustment

Dinkmeyer, Child Development, The Emerging Self

Hurlock, Child Development

Martin and Stendler, Child Behavior and Development

Singer and Singer, Psychological Development in Children

Smart and Smart, Children Development and Relationships

Stendler, Readings In Child Behavior and Development

Strang, An Introduction to Child Study

* * *

Margaret Goodyear of the University of Illinois presented the thinking of her committee. Doris Bonar of Joliet Junior College and Dr. Catherine Rockwood of Northern Illinois University were the other members. Janet Swayne of Northern Illinois University and Jacqueline Anderson of the University of Illinois were called upon as consultants.

This committee had a two-fold task in developing courses for Home Management and Family Economics. They decided to combine these into one course known as Managing of Consumer Resources.

It was suggested that all phases of this course could not possibly be covered in any one semester but choices would have to be determined by the needs of each group concerned with the course.

Dr. Crouse spoke briefly from her position on the Illinois Task Force Committee on Economics. She stated the approach taken by this committee fits into the overall plan and ideas of the Task Force.

MANAGING OF CONSUMER RESOURCES

A freshman-sophomore course (2 or 3 semester hours or 3 or 4 quarter hours) concerned with the allocation of resources for a life style through understanding of attitudes, values, goals, and standards relevant to the individual, family, and society.

Basic Understanding to be Developed in the Course

I. Allocation of Resources

All allocation of resources involves some degree of management, whether voluntary or involuntary. However, knowledge of managerial principles and use of a managerial process tend to evoke greater satisfactions from the allocations.

II. Resources

The consumer needs to be aware of the variety of resources available to individuals and families, factors affecting the availability and use of these resources, as well as how the consumption of one resource affects the consumption of others.

III. Life Style

The family standard of living is a reflection of its hierarchy of values. It includes not only the goods and services the family procedures (economic choices) but the family's environment, and is determined, in part, by the stage in the family cycle, mobility of the family and their socio-economic status, as well as the economic climate of the country.

IV. Understanding of Attitudes, Values, Goals, and Standards

Prerequisites to intelligent decision making and management are functional definitions of attitudes, values, goals, and standards, with an awareness of some of the typical origins of each and a recognition of the fact that each individual builds a hierarchy of these guide posts.

V. Relevancy to the Individual, Family, and Society

In the final analysis, socially responsible management depends upon knowledge of how decisions are made and how a decision by one of these segments regarding any one of the resources may affect the other segments and the availability and use of other resources.

Managing of Consumer Resources (continued)

A schema for a freshman-sophomore course (2 or 3 semester or 3 or 4 quarter hour) concerned with the allocation of resources for a life style through understanding of attitudes, values, goals, and standards relevant to the individual, family, and society.

Allocation	of resources	for a life style	through an understanding of	attitudes values goals standards	relevant to the	individual family society
1. Planning 2. Controlling 3. Evaluating	1. Human a. Personal attributes b. Time c. Energy d. Skills e. Knowledge f. Services 2. Material a. Income b. Consumer goods Food Clothing Shelter Home furnishings & equipment Recreational equipment c. Community facilities Banks Libraries Schools Protective agencies etc.	1. Economic choices 2. Socio-economic status 3. Economic climate of country 4. Mobility of family 5. Family cycle 6. Standard of living	1. Definition 2. Origin 3. Priority		1. Decision making 2. Interactions between resources	

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Committee Members	Consultants
Doris Bonar Joliet Junior College	Janet Swayne Northern Illinois University
Catherine Rockwood Northern Illinois University	Jacqueline Anderson University of Illinois
Margaret Goodyear, Chairman University of Illinois	

REGISTRANTS AT HOME ECONOMICS MEETING

Name of Registrant	Name of College
William Anderson	John A. Logan College
Frank A. Banks	Malcolm X College-City Colleges of Chicago
Royce R. Bryant	Southern Illinois University
Ruby L. Collins	Waubonsee Community College
Joyce S. Crouse	Eastern Illinois University
G. Robert Darnes	Illinois Junior College Board
Anna Carol Fults	Southern Illinois University
Frank P. Gardner	Western Illinois University
Clara Gilgan	Illinois Central College
Margaret Goodyear	University of Illinois
Virginia Heinzmann	Kaskaskia College
Mary E. Heltsley	Northern Illinois University
Roberta J. Hollada	Lake Land College
Virginia J. Howland	Wilbur Wright College-City Colleges of Chicago
Doris Hoye	Bradley University
Mary Jo Oldham	Southeastern Illinois College
Catherine Perkins	Sauk Valley College
Betty Pickard	Illinois Valley Community College
Robert L. Poorman	Lincoln Land Community College
Rita J. Powell	Wilbur Wright College-City Colleges of Chicago
Janice M. Smith	University of Illinois
Betty J. Townes	University of Missouri

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SEMINAR SESSIONS

Indoctrination of Part-Time Faculty

Chairman . . . . Rosetta D. Wheadon
Dean of Instruction
State Community College of East St. Louis

Presentation . . . . Vernon Magnesen
Dean of Technology, Triton College

Discussion

Recorder . . . . Joseph C. Piland
President, Lincoln Trail College

At the outset Dean Magnesen suggested that some other terms such as orientation could well be substituted for the term indoctrination in reference to in-service education for part-time faculty members. He proceeded to review the development of orientation programs for part-time faculty members, describe the program development at Triton College, delineate difficulties of operating of such programs, and suggest topics to be included in orientation programs for part-time faculty members in community colleges.

In-service programs historically have been "reading" programs where announcements were made to faculty members by various members of the administrative and instructional staff. Topics were typically housekeeping items, such as procedures for attendance, payroll, etc. From this background have developed workshops designed to improve instructional effectiveness and to increase interest in part-time teaching.

Dean Magnesen described the Triton program as consisting of demonstrations of library resources, a presentation of transparencies prepared on the topic of instructional principles, and meetings with department chairmen to discuss procedures and communication. Each session is an evening program lasting two hours and is repeated on a successive day in the fall prior to the beginning of the academic year.

Two major difficulties appear in the preparation of orientation programs for part-time faculty. The first is the time conflict resulting from the schedules of part-time members who usually are employed full time with an agency other than the college. The second is the heterogeneous background of the group composed of part-time faculty members. They represent a variety of disciplines and levels of familiarity with education, which makes planning of a program of interest to all extremely difficult.

Dean Magnesen suggested that the following topics could be included in an orientation program for part-time faculty members in community colleges:

- How Adults Learn

- Blocks to Learning

- Adults are Different Learners

- Developing Objectives
- The Importance of Part-time Faculty

In conclusion, Dean Magnesen suggested the following helpful materials for planners of these orientation programs:

- Mager: Preparing Educational Objectives and, Developing Attitude Toward Learning
- Mager and Beach: Developing Vocational Instruction

* * *

Guidelines and Placement Services Available to Junior Colleges

Presiding . . . . Gilbert L. Schechtman
Dean of Student Personnel Services
Fenger-Southeast College--City Colleges of Chicago

Presenters:

John Vaccaro Assistant Director Midwestern Regional Office College Entrance Examination Board	Warren K. Willis Assistant Regional Director Midwest Region American College Testing

Discussion

Recorder . . . . Ralph E. Smith
Director of Research and Evaluation
Wright College--City Colleges of Chicago

"Guidance and Placement Services Available to Junior Colleges"

John Vaccaro

There are some interesting parallels between the College Entrance Examination Board and the American public community college movement, which had its birth in Joliet in 1902. Just as we have seen a dramatic change from the early role of the junior college--which was basically to provide the first years of a baccalaureate program thus relieving the universities of the responsibility of offering freshman and sophomore years--to an institution that is dedicated to serving the entire community and with an emphasis on courses of study that will prepare students, young and old, to fill positions immediately in business and industry, government, social services, and other areas essential to the development of the nation and, more importantly, to the development of the individual. To illustrate, in the 1968 survey of college programs in Illinois junior colleges, no less than 610 programs in 89 specialized areas were being offered on 41 campuses, with all evidence pointing to further substantial growth to keep pace with the developing technologies. In keeping with this comprehensive approach to education, many of these institutions became known as community colleges, which seemed to be more befitting to the comprehensive commitment they had indeed accepted.

Likewise, the College Board's role has changed dramatically. The College Board was founded in 1900 by educational leaders who recognized the need for an organization that would provide direction, coordination and research in facilitating the transition of students from school to college. Between 1900 and 1948, its chief role had been the administration of college entrance examinations on behalf of its members. The next 22 years recorded a period of significant service and substantial growth. Its service was to include contributions in the following areas: identification and nurturing of intellectually-able students as served by the Advanced Placement Program; reduction of financial barriers to college attendance, which was assumed by the College Scholarship Service Assembly; cirricular reforms in mathematics and English, as evidenced by the formation of the Commission on Mathematics and the Commission on English; improvement of college guidance in the secondary schools, with the implementation of the PSAT and related guidance publications and films; development of a national system of awarding college credit by examination in the form of the College-Level Examination Program; and improvement of admissions placement and financial aid administration in the colleges and universities as evidenced by increased training functions and appropriate research services.

So it is that both the community colleges and the College Board have assumed new roles in keeping with a changing educational world, and I suspect the changes in the next decade will be equally dramatic on both fronts. With the coming of the open-door institution, and its commitment to being more democratic than aristocratic, and trying to relate to the kaleidoscopic abilities of the non-traditional student, and at the same time accepting the moral obligation of helping each individual achieve his greatest self-realization, entire new dimensions were introduced in terms of coping with the inevitable problems accompanying such commitments--commitments, I might add, that most four-year institutions feared to accept. One such problem, of course, was the fact that traditional testing programs did not always serve all students who were entering with a variety of talents and abilities. The College Board's response to this expressed need was the development of the Comparative Guidance and Placement Program, which many of you have come to know since its evolution from the embryonic research idea in 1966, generated by such needs as were indigenous to the community college, to a fully-fledged guidance and placement information system which became an operational program in 1969.

From a measurement aspect, the Scholastic Aptitude Test, which has been the principal measurement device in the Board's wide array of assessment instruments, has as its chief strength the ability to rank order students according to their ability to handle verbal and quantitative aspects of those difficult college academic courses. The SAT does not purport to correlate highly with post-secondary education less verbal in nature than that in a traditional college course; nor does it attempt to differentiate between the student with no potential for academic training and the one with potential but inadequate preparation. In light of this, it became apparent that the SAT was somewhat inappropriate for most community colleges since their objectives imply there will be a comprehensive training program to meet the needs of the masses, regardless of their abilities upon entrance.

In the initial college survey which preceeded the research effort, colleges indicated the need for several things: 1) they needed tests that measured skills and abilities taught in vocational training programs; 2) they needed differential guidance tests for counseling students into various types of programs; 3) they needed an assessment of non-intellective characteristics such as motivation, creativity, persistence and interests; 4) they needed measurement devices geared to the lower- ability student as essentially dictated by the students entering their doors; 5) they needed to impart this information to students in a meaningful way. The present guidance and placement services available to community colleges through CGP provide information needed by both the colleges, and, equally, if not more importantly in my estimation, by the entering student to assist in making realistic decisions.

In spite of significant gains that have been made to ameliorate the deficiencies in student personnel programs as pointed out by the 1965 Max Raines' study of The Appraisal and Development of Junior College Personnel Programs, we still find some institutions with inadequate counseling staffs to individually assist all students in arriving at sound educational and vocational decisions upon entry into one of the many programs the student has to choose from. We have an alarming display of statistics to support the notion that students are not making well-informed decisions upon entering a community college, if program completion can be a legitimate criterion. As striking as any statistic, I guess, is the fact that approximately three out of four community college students are enrolled in a baccalaureate-oriented program yet only about one out of four receives the Associate of Arts degree. In 1968 there were 1,341 graduates from the 610 career-oriented programs offered at the community colleges in Illinois.[1] Perhaps you are painfully aware of the high attrition rate that takes place in many of the programs. Because students drop out for a variety of reasons, CGP has included a student questionnaire in the information-gathering system which gives these same students an opportunity to evaluate their experiences and in turn colleges can respond to some of these concerns to provide a more satisfying and hopefully, a more lasting experience.

The community college has inherited, by virtue of its commitment, the enormously difficult task of educating highly diversified student bodies. To provide meaningful education for this population it is obvious that institutions must provide highly differentiated educational programs, and it is in keeping with this thinking that if students are to choose wisely among these differentiated programs, leading to a variety of future careers, they need to be assisted on several fronts: 1) in identifying their special abilities and aptitudes; 2) in assessing their deficiencies and potentialities; and 3) in rationalizing their aspirations in view of all available information to better fit, and more importantly, to succeed in the program or curriculum of their choice.

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[1] Survey of Career Programs in Illinois Public Junior Colleges, Fall Term 1968. Illinois Junior College Board, January 1969.

To those of you who are unfamiliar with the components of CGP, let me briefly state that they include related types of information the student needs to investigate and assimilate in making informed decisions. With CGP the student has the opportunity to describe his educational and vocational interests. With this information he can make initial choices of programs most closely related to his interests by comparing his interest pattern with those of students who have successfully completed the semester in the program he would like to enter. An interesting study for an institution would be to compare interest patterns of program dropouts as we continue to look for clues in working with these students. Along this line, the study of changing interest patterns may shed additional light on the nurturing ability of a curriculum or, as the case may be, its lack of ability to nurture a student's interests. The student can also be encouraged to explore the range of additional programs relevant to his interests as indicated by local curriculum profiles that are developed. But choices based upon interests alone may be unrealistic so a second stage of decision making is needed. At this point, the student should have available to him instruments that will provide information about his abilities so he can be led to consider himself in relation to a reasonably broad description of his performance on relevant tests of special abilities. Presently included are verbal and mathematic tests, which are geared in level of difficulty to identify students who are in need of remedial help. In addition to these traditional components of measurement, additional measures of the following abilities are provided: integrative reasoning, perceptual speed and accuracy, and inductive reasoning in a nonverbal context as measured by the tests entitled Year 2000, Mosaic Comparisons, and Letter Groups. To complement the variety of cognitive measures, an academic motivation score is reported. Based on subjective questions the student answers, the score introduces an affective component into the counseling process as new dimensions of the individual are brought into focus. Research components of the battery are presently being studied to see if one's occupational motivation can be measured and incorporated to add still another dimension to the information base. In addition, and in keeping with the ongoing research built into the program, experimental tests are included which include a nonverbal measure of short-term associative memory (Picture-Number); a nonverbal spatial test (Intersections); and, one designed to measure practical technical knowledge (Information about Technology). In this way it is hoped that further differential prediction can be made from a variety of measured aptitudes that might hopefully lead students to success in appropriate programs.

As the number of applicants to open-door institutions increases, problems of distribution, guidance, classification and placement loom even larger in comparison to the traditional problem of selection which has been the center of attention in the area of school to college transition for the last two decades. As the enrollment numbers increase so does the proliferation of curricula to meet both student and societal needs. When the student has the option of choosing among 50 different curricula it is important that he has the information necessary which will allow him to consider the alternatives of success open to him, or to at least consider the difficulties he may encounter should he decide on an area seemingly inconsistent with his abilities or aptitudes or which may require additional training before entry into a chosen program. CGP attempts to provide students with this type of information knowing full well that its utility can be greatly enhanced with counselor involvement, but also recognizing a fact that at least some students will not have the opportunity to see a counselor, or may in fact not desire to see a counselor.

Most guidance-oriented people with whom I have talked endorse the concepts that embody CGP for use in any educational setting, be it secondary, community college, or university level. Underlying this concept is the fact that CGP is predicated on basic elements that are essential if the counseling process is to be beneficial and meaningful to the student. Simply stated or translated, CGP gives the student an opportunity to look at his educational and vocational interests and, in light of these, to examine a variety of measured abilities in addition to verbal and math, that are indicative of success in a variety of curricula, to see if the student can in fact enter a curriculum in which he has more than passing interest and for which he can reasonably expect to complete successfully and with satisfaction. Thus a basic and most important feature of CGP will be the opportunity to counsel students about program and career choices by presenting them with information about the probability of success in such programs. The student will be in a position to do some reality testing at this point and then must either accept or reject or modify his decision accordingly, if he in fact has made one before entering the institution. The important thing to keep in mind is that at this critical decision-making time the student needs to have as much information as he can reasonably utilize in arriving at the decision. A student may not necessarily make the "right" decision as seen through the eyes of others at the institution, but if it is an informed decision based upon as many of the known variables as possible then the student has probably made an informed decision which then becomes his responsibility to implement and subject to further investigation as he enters a program of study.

There are implications in CGP which go beyind merely the guidance and counseling aspects on which I have focused up to now. Because it is necessary to involve not only student personnel people but also faculty in focusing on the ways to better serve students, CGP provides a placement subscore analysis which is the reporting of subscores based on sets of items covering specific content areas for groups of students on the following tests: vocabluary, reading, sentences and mathematics. This item analysis information enables faculty to tailor courses to fit the specific strengths and weaknesses of their students. Since academic advising may be done by counselors or faculty, or a combination of counselors with faculty members involved as consultants, it is important that CGP be flexible so as to be useful in a variety of situations. By receiving three copies of the Student Report the institution has the flexibility to give the student his copy as well as provide a copy for the student's record and have the third copy for use in the academic advising situation, as previously mentioned. The financial aid analysis is in itself a separate service that should be of assistance to the financial aid officer who needs information to support institution application for various forms of federal assistance and in projecting institutional needs for the incoming class, as well as identifying those students who are in need of financial assistance. Overall, an institution can respond to the abilities and interests of the students by logically providing and developing programs that may be dictated or suggested after assessing the total range of these abilities that entering students portray for the institution, for it is quite important for institutions, especially those with multiple commitments, to mold their institutions to fit students rather than the unhealthy reciprocal alternative.

House Bill 1710 enacted in 1965, de jure, imposes some tremendous responsibilities on student personnel people who are involved in moving students into selected programs, and I quote: "The Class I Junior College District shall admit all students qualified to complete any one of their programs including general education, transfer, occupational-technical and terminal as long as space for effective instruction is available....and after entry the college shall counsel and distribute the students among its programs according to their interests and abilities....further, students allowed entry in college transfer programs must have ability and confidence similar to that possessed by students admitted to state universities for similar programs." However, probably more important--at least to the counselor--is the responsibility that counselors have accepted professionally to assist students to lead fuller lives. The fullness of life is in many cases dependent on educational and vocational decisions that these students must make. I have heard it expressed on more than one occasion that we are fairly comfortable in working with students as relates to transfer programs, but we are not quite so confident when talking with the student about occupational-vocational choices. There are probably several reasons for this: 1) Counselors are generally oriented to liberal arts or baccalaureate degree counseling because of their own backgrounds; 2) Occupational-vocational counseling requires a wealth of information that counselors should not be expected to remember and assimilate; 3) The systematic approach to measurement as it relates to success in vocational-technical programs has not kept pace with the growth of these programs. To assist counselors in this dilemma, CGP has incorporated the measured variables that are involved in determining which students have been successful in which programs; and these presently include 14 program areas that closely parallel the offerings in most community colleges, as well as providing the flexibility for an institution to develop performance levels forecasts for an additional program that does not adequately fit into the other 13 curriculum areas on the Student Report. With this information, a student now has an experience base from which to operate and to make decisions that, in the final analysis, determine whether an institution has an open-door or a revolving-door policy.

In keeping with the cooperative evolution of CGP, by continuing to work closely with the community colleges in response to changing needs, it is hoped that CGP will continue to be the type of information system community colleges can effectively utilize to complement the guidance services as they presently exist and as they can be expected to develop to meet the changing needs of the community college student.

* * *

"Guidance and Placement Services Available to Junior Colleges"

Warren K. Willis

When asked by Dr. Darnes to participate in a seminar entitled "Guidance and Placement Services Available to Junior Colleges" at the Fifth Annual Junior College Conference, I was at once excited and uncertain. Excited at the opportunity, but uncertain of how to approach the topic in the time allotted. A few days later while thinking about the meeting, it occurred to me that I was doing exactly what was taking a significant amount of the time of junior college personnel on virtually every junior college campus I have visited; namely, planning.

Presidents, for example, are planning a campus or a bond issue. Deans of Instruction and Departmental Chairmen are planning curricula, while Deans of Students and their staffs are planning a total educational experience for their students. So with your indulgence and the aid of an overhead projector, I should like to spend the next few minutes discussing the use of ACT in planning guidance and placement services on your campus.

I need hardly quote Section 103-17 of the Illinois Junior College Law to this group. It does seem important, however, to note that the junior college movement in Illinois is unique in that it is committed both by institutional philosophy and by legislative charge to counsel students with regard to their interests and abilities. It seems unfortunate that with such clear intentions the educational road should prove rocky. But, with the ever-increasing student population and the ever-expanding role of the counselor, life proves somewhat more complicated than one might expect. It is for these and many other reasons known well to you that planning for the individual needs of your students becomes crucial to the success of the counseling-guidance effort.

One source of information for planning purposes is the ACT Class Profile Report. This report arrives on your campus in early December and provides 30 tables of descriptive data on any two groups of students that you identify in your freshman class. You can, for example, choose to identify enrolled and non-enrolled students to determine possible differences between those students who request ACT scores be sent to your campus who enrolled and those who request ACT scores be sent but have not enrolled. This analysis can provide valuable data regarding how effectively you are meeting the educational needs of those students who have expressed an interest in your institution. If this analysis revealed a significant number of students preferred an education major not currently offered at your institution, you would then have some documentation for the development of a new curriculum. Another example of the use of the Class Profile in planning would be to identify transfer and vocational/technical students as the two groups to determine if there were significant differences in the reasons why they choose to go to college. The college goals reported in the Class Profile are based on the four student sub-cultures identified by Trow.[1] The academic goals refer to improving ability to think and reason, broadening intellectual pursuits, and increasing cultural appreciation. The vocational goal statements refer to discovering vocational interests and attaining vocationally relevant skills, the social goals refer to the development of good inter-personal relations, leadership potential, and social attractiveness. The non-conventional goals include learning to deal with injustice, developing independence, and finding personally meaningful causes. You can readily see the programming possibilities for transfer and vocational/technical students based in part on the differences or similarities of the college goals of these two groups that could be revealed in part by your Class Profile Report.

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[1] Trow, M., "The Campus Viewed as a Culture," in H. T. Sprague (Ed.), Research on College Students, Boulder, Colo.: Western Inter-state Commission of Higher Education, 1960; and Clark, B.R. and Trow, M., "The Organizational Context," in T. H. Newcomb and E. T. Wilson (Ed.), College Peers Groups, Chicago: Aldine Publishing Co., 1966.

The second document for planning for the student is the Student Profile Report and the data processing availability of either a punch card or magnetic tape. If you have, for example, designed our Card F (which lets you choose 80 of the approximately 400 characters of data in the ACT record) for punch card capability on your campus or have requested the magnetic tape, you can identify in-coming freshmen who have demonstrated leadership ability in several areas in high school. This could enable you to bring a group to campus prior to the opening of the academic year for an orientataion period, thus developing a cadre of potential leaders knowledgable about the college, of the services available, of the philosophy of the administration, and you would have the benefit of the thinking of a group of your students in advance of the September orientation period. This group could, of course, provide the core for a group of student leaders who could assist you in the orientation of other students in the fall. A second example of planning a program from SPR data would be assigning students to academic advisors based upon the vocational choices they have made and identified for you on the Student Profile Record. A third example of planning from the SPR data is that students are asked to respond to questions concerning areas in which they think they will need assistance at college. Having this data in a machine format enables you to get some idea of how many students you are going to have seeking assistance in a particular area, thus allowing you to assign counseling personnel to specific topics such as "How to choose a Major," or to do group counseling in study skills, or to alert the Mathematics Department to the number of students and their identity who have suggested that they might need assistance in mathematics. These are a few suggestions as to how you can use the ACT data presented on the Student Profile Record to plan a counseling program in your institution.

The Standard Research Plan provides an example of how local research at your campus can be planned via the research services offered by ACT to determine the usefulness of sub-test scores or the composite score in the placement function on your campus. This plan allows you to identify up to nine sub-groups on your campus and as many as five local predictors per sub-group for purposes of study. You can determine the differential predictability in courses, in departments, or in programs on your campus. This data then is reported on the Student Profile Section directly from Iowa City and you have the information well in advance of the student's arrival on your campus, thus allowing you to pre-plan for the number of students who will be taking particular courses on your campus.

ACT recognizes that the current test battery may not be the most useful tool for all of your students. For that reason, we have developed the Career Planning Profile, a test designed specifically for two-year institutions to provide a guidance-oriented system of collecting and reporting information to the student and the institution to improve educational planning in vocational, technical and occupational programs. This instrument which we will have available to you in January, will provide a rather complete student information section composed of ten major categories including biographical information, educational and vocational plans, educational needs, financial aid information, non-academic competencies, self-estimates, work orientation, life goals, environmental learning experiences, and a vocational interest profile. The assessment battery will include six tests and will assess the following areas:

1. Reading skills;

2. Numerical abilities which, by the way, will yield two scores:

   A. Numerical computation, which is a test of arithmetic computations testing addition, subtraction, multiplication, and division; and a second part called:

   B. Mathematical Reasoning, which is designed to test the ability of the student to use basic mathematics in reasoning the solution to a verbally stated problem;

3. Non-verbal reasoning;

4. Mechanical skills;

5. Clerical skills; and

6. Space relations.

This test will be normed in the fall and, as I have stated, will be ready for your examination in January.

At this point in time, the final report format for the Career Planning Profile has not been determined. I can say, however, that the data will be presented in a form similar to the one you presently receive with the ACT Battery. In addition, the Career Planning Profile will be supported by research services which will provide you local autonomy in terms of research design.

In closing, I just want to emphasize that ACT was conceived by McCarrel and Lindquist, as Lindquist stated, to "describe the student and to define his educational needs and abilities in meaningful terms; terms related to different areas of instructions; tests that each institution could use, not only in advising at registration and later counseling, but also in better defining its own educational objectives so that it can modify or revise its curriculum and offerings better to fit the needs of the students who are admitted." We believe that the goals stated by Lindquist provide a framework through which ACT can serve to assist you in planning a meaningful educational experience for your students.

* * *

Illinois Scholarship Commission

Chairman . . . . Gary Armon James
Dean of Students, Parkland College

Presentation . . . . Joseph Boyd
Executive Director, Illinois Scholarship Commission

Discussion

Recorder . . . . .John L. Cox, Jr.
Dean of Student Personnel Services, Lake Land College

Summary of the talk delivered by Dr. Joseph Boyd, Executive Director of the Illinois State Scholarship Commission.

Topic of Speech -- "The Illinois State Scholarship Commission -- A Vehicle to Extend Educational Opportunities".

Despite the fact that junior colleges are making increasingly greater demand upon the Illinois State Scholarship Commission through the three programs that are available, we have failed to use the percentage of total funds committed that would be indicated by the number of students enrolled in our institutions. Recently, more of the competitive scholarships available through the ISSC have been used in junior colleges which shows an encouraging change in public attitude toward the two-year institutions.

In Illinois Public Junior Colleges the ISSC is now helping three percent of all freshmen and six percent of all sophomores. After a typical award is made to junior college students, however, public junior colleges have the highest amount of unmet costs (remaining financial need) among all higher education institutions. This means that a large percentage of junior college students must work more than others to supplement any awards which they may receive. Junior college applicants who also apply for an award through the ISSC typically come from families with average annual incomes of more than $2,000 less than their counterparts in four-year institutions. The students also come from families which have more children, fewer working mothers, and ISSC monetary award winners have about $200 less available from the family to support higher education than students who have applied for awards to enable them to attend four-year institutions.

Dr. Boyd stressed the advisability of getting the maximum number of potential users of ISSC awards to apply for those awards. It is essential that all students who may need to make use of these awards complete and forward applications prior to the deadline date to the Illinois State Scholarship Commission. The application effort would all be worthwhile, even if a student were to make a delayed decision to attend a junior college.

It behooves junior colleges to get to know lending institutions in their area and to work out any techniques that will make their job easier. A steady flow of information regarding students receiving loans helps create the kind of rapport that encourages lending institutions to cooperate in the future. Junior colleges may also be in a position to aid high schools in their area in encouraging students to apply early for financial assistance from the ISSC.

Adult and Continuing Education

Chairman . . . . Gordon R. Stone
Dean of Continuing Education, Belleville Area College

"Meeting Human Problems Through Coordinated Continuing
Education Services in Higher Education"

Illinois Board of Higher Education Point of View . . . . Robert M. Crane
Senior Assistant in Residence
Illinois Board of Higher Education

Illinois Junior College Board Point of View . . . . Albert H. Martin
Associate Secretary, Illinois Junior College Board

Discussion

Recorder . . . . George Hackler
Director of Extension, Eastern Illinois University

"Meeting Human Problems Through Coordinated Continuing Education Services in Higher Education"

Robert M. Crane
Senior Assistant in Residence
Illinois Board of Higher Education

In a world that has changed, is changing and will change (or be changed) by the ever-increasing impact of technology and the attendant need to humanize it, the concept of a lifelong series of learning experiences is the only way future education can be viewed. It is too myopic to view education as either a 12-year, a 14- year, a 16-year, or in fact even a 20-year process as our diploma and degree systems now reflect. Continuing education then is that lifelong series of organized educational experiences and programs under the guidance and direction of community colleges, colleges, and universities. There is now some confusion about this overarching concept as it relates to other programs often called adult education, extension, or public service. It is my contention that the rubric makes littel or no difference, for the function is the all important test. That function is this: that continuing education whether credit instruction, non-credit instruction delivered to individuals in the local community, or workshops, seminars, short courses, research, public service--all are viable links, vital connective tissues of higher education extended to individuals and communities. These linkages are useful in helping people to solve problems, to achieve educational and occupational goals, and to help them lead more rewarding lives--the improvement, generally, of the quality of life. I am a devotee of such processes and I wish the State of Illinois to embark on an all-out effort to revitalize all aspects of its present "continuing service" programs. I would hope we could initiate innovative programs that better meet the human needs that now so urgently press in upon us.

We at the Board of Higher Education are anxious to share with you our Executive Director's Report #86 presented to the May 5 meeting. In it, several important emphases are given and your individual or collective suggestions would be welcomed. As outlined therein, the Community College is given major responsibility for new patterns and new ways of delivering continuing educational services, new challenges at coordinating the total area, district or regional services in adult-continuing-extension education. Never is it to be thought that this future vision of continuous learning experiences is to be a one institution or one agency concern. Rather, every institution with goals of human service must be engaged according to its best potential for broad-gauged services. The Community College can be the civic center, the catalytic local coordinating agency, the resource and the cause for a multiply designed set of approaches to the continuous learning ideal.

Before elaborating upon some of my own observations about this important subject of meeting human problems through coordinated services in higher education, let me give you some rather sobering facts upon which I base some of my own perceptions of where we are today:

In 1960, U.S. colleges and universities enrolled 3,000,000 students. In 1970, that enrollment figure exceeded 7,500,000. This decade of fantastic growth is calculated to have exceeded all the total growth that U.S. higher education had evinced from the founding of imperial Harvard, 1636, to 1960. Then, as now we wonder why we have such pains and agonies. The public interest has been jolted by the jumps made by education and technology and as yet too few of us really know what has happened, but more what this all means for the future.

Of late, education has come under close scrutiny by the people, especially those who have not been full participants. Education has been held captive by the so-called professionals, has had narrowly defined standards and all too limiting measures for eligibility of participants in higher learning. Quality has been viewed in restrictive and constrictive ways, contributing to the exclusion of minorities. Quality must, rather, be viewed flexibly to offer expanded opportunities for all people who need a variety of education and growth experiences. Such experiences must be aimed directly at improving the overall socio-economic, personal-philosophical, and emotional-psychological aspects of their lives. The quality of an individual's personal life and the group life of the community has been a concern for most of America, but unfortunately not for all of it. Low-income and minority populations have not had equal access. Dr. Margaret Mead has made comments on this subject that support the view that our responsibility as educators is to immediately help to rectify this situation. Now, education must be viewed on one continuum, with universal opportunity for higher education included, attending as it must to human, basic, individual and community needs, from early childhood through higher education and continuing education.

What happens at an early age to an individual's learning, to his emotional-social development, and to his attitude acquisition from the world about him have direct bearing upon his perceptions, indeed, upon his actions in society during all the subsequent experiences of his life. As adult and continuing education programs emerge, and as many, many more and different ones must emerge, it behooves all of us as educators to recognize that community confrontation will indeed be the milieu from which can evolve the new directions so badly needed today. These directions are those in which conflict and controversy are accepted as facts of life and are faced with honesty. Proposed solutions must allow people to agree and disagree, to make decisions, to move forward in healthy human relationships. I contend that this kind of community confrontation is long overdue, and that the accountability for the values in and of education is at the forefront. This, I believe, is as it should be--that we must relate effectively, justify assuredly, and evaluate and plan boldly if education is to earn the full support that will be necessary in the years to come.

Some recent statistics have so settled upon my consiousness that I want to frame around them the next set of concerns I bring to you. Adult and continuing education, as must all systems and levels of education, simply must continue to identify new target populations. These new target populations ought to be viewed in terms of what they can do for themselves once they are given tools and skills to work with and once their self-esteem and their community pride is established.

In Landmarks of Tomorrow, Peter Drucker has written about one of the major target populations we must think about. He says,

> "The United States faces the greatest generation jump in its history. In 1960 when President Kennedy was elected, more than half of all Americans alive were over thirty-three and had received their formative experiences during the Great Depression if not even earlier, in the twenties. By 1970, only ten years later, more than half of all Americans will be under twenty-five and will have been born after World War II. In one short decade the mid-age of the U.S.A. will have dropped by a full eight years--the sharpest such age drop recorded in our history, if not in history altogether."

He goes on to state:

> "At some unmarked point during the last twenty years we imperceptibly moved out of the modern age and into a new, as yet nameless era. Our view of the world changed; we acquired a new perception and with it new capacities. There are new frontiers of opportunity, risk and challenge. There is a new spiritual center to human existence."

Isn't this a set of ideas to think on? As if these thoughts were not enough to ponder, Drucker goes on to elaborate upon the idea that the new realities of life in this post-modern world shall include the emergence of an educated society, a society in which only educated men are truly productive, a society in which almost everyone will have received at least a modest education and large numbers will have received higher education. What this means for society and the development of youth remains yet to be fully realized.

Drucker's newest book, The Age of Discontinuity, has been of special help to me in trying to make some sense out of not only where we have been, but where we are, and where we may be going in this society.

The urban pressures as emphasized by the following ideas taken from B.F. Chandler, Dean of Education at Northwestern, pose still other dimensions of concern:

> "The new frontier for education is the megalopolis. This is where the majority of people are. The population of the U.S. is now in excess of 180 million. More than 60 percent of these people, or

> "about 113 million, live in 212 metropolitan centers, according to the 1960 census. It is predicted that by 1980, 80 percent will live in urban areas. These statistics coupled with projections of school enrollments, give some idea of the magnitude of educational problems inherent in numbers alone. It is estimated that 43 million children, an increase of 13 million, will be enrolled in elementary schools by 1975. Secondary school enrollments are expected to increase by 5 million by that date. Schools in urban areas will be forced to accommodate almost 14 million of the additional 18 million children and youth by 1975. In practical terms, about 500,000 additional classrooms and teachers will be needed in urban areas to take care of increased enrollments alone." (From Education in Urban Society).

The questions before us as a nation in all sectors of society are rooted in these dramatic changes. Will America be able to creatively engage the young in society and to cope with the dehumanizing pressures technology has brought upon all of us? Will we be able to survive in cities that have heavy clouds of filthy air hanging over them for days on end, that have lakes being ruined by the hour, that have excessive crime rates? One can but conclude that we are truly in trouble, that our problems need solutions, that the institutions of business, government, education, law, corrections, and health must focus on problem-solving in the areas of environment improvement. There are implications for adult and continuing education in this badly needed area of environment study. New institutes, new community-based study programs that will alert citizens must be advanced if we are ever to get the urgencies into the needed financial and governmental support systems that will help to solve these life and death problems.

Now to another set of sobering facts:

Between 1960 and 1985 the black population of America will have more than doubled. By 1975, just five years from now, there will be over 3 million black boys and men in the 15 to 25 age group.

What, I ask you, does this mean for adult and continuing education? What does it mean for schools and colleges when we know the dropout situations in ghetto areas? Furthermore, what does this mean for employment, for law enforcement, and for all other aspects of environment when one contemplates the twin theses of meeting human needs and improving the quality of life for all people in America?

As if these problems were not staggering enough, what about these changes:

. . . From 1940 to 1967 the married women in the labor force increased from 5 to 17.5 million. In 1967, alone, two out of every five working women had children under 18.

What does this mean for innovative and creative program proposals for a new set of thrusts in adult and continuing education? What does it mean when men and women seek ways to retool themselves through adult and continuing education at a time when it is reported that job-career patterns change from three to five times during one worker's lifetime? To overlook the children of working mothers and the crying needs for day-care learning centers is not my intent, for there are grave implications here for new approaches to civic centered adult-learning programs.

Simple answers to such complex issues do not suffice. Yet, one must be thoroughly aware that today we are in what has been dubbed "the learning society" and we have a "learning force" to borrow an analogy from the "labor force" of astounding proportions. Some of these proportions and relationships surface when one knows the facts. For example, Bertram Gross has called this learning force "all those people developing themselves through systematic education." These numbers are now at a total mark of 110 million--half of all Americans. These exceed the labor force by 30 million. Estimates suggest that by 1975 this figure will increase to 150 million. The "knowledge industry," as some have dubbed us, speaks for all related aspects of education, including publishing, printing, entertainment, and communications, and is valued in excess of $200 billion annually, or about one-fourth of the GNP. Education alone has surpassed the $50 billion mark--nearly 7% of the GNP. Higher education alone has 3% of this 7%. Over the past decade some 200 new four-year colleges have been established, and one junior or community college a week has opened its doors. Our national life, our society with all of its technological means is dependent in large part upon the inputs and outputs of education. Lifelong education for everyone is a thoroughly necessary goal if we are to survive as a free society.

America has succeeded masterfully in her offer of twelve years of universal educational opportunity. Now the goal of two years additional education beyond high school is rapidly becoming a reality. Along with this is the recognition of the need for local, regional, and statewide centers where communities can avail themselves of life-long adult and continuing education experiences. This is a vital function of the junior-community college, yes; but every institution of higher education must also offer new and varied opportunities for continuous learning to all ages of people at a variety of times. The growth of knowledge alone demands this and the changes brought about by advancing technologies mandate it, for built-in obsolescence in knowledge is a fact of life like never before in our history.

A.A. Liveright, in a chapter in the book Campus 1980, suggests that a college of continuing education, albeit an "uncommon" college, likely will emerge on most campuses of the future, to keep ever before higher education the idea of a lifetime of learning.

Other proposals are afoot that suggest a variety of institutes, centers, and agencies through which varied and diverse continuing education programs can be offered. Advances in computer and media sciences, the technology of education, will no doubt enhance personal as well as collective opportunities for instant learning and updating. All of these and more I welcome and embrace as possibilities for the future. I believe, as did Ruskin, that one continues to grow and to learn, else he dies from the neck up. I am deeply troubled by the evidence of zombies among those about us, both in those in education and in the population at large. Zombies are those people I label dead from the neck up. Adult and continuing educators cannot, by definition, be among them; yet, it is entirely possible to slip into patterns, systems, and methods that freeze and/or are anti-life. Some systems are against growth, and above all, perpetuate a kind of stifling paternaism that does not free the continuous learner about whom I spoke earlier--that person who can truly tell it like it is, can do his own thing once the tools and the opportunties are provided. Traditional patterns of adult and continuing education programs simply must give way to the experimental, to the innovative, and to the learner-centered concept that evolves with life experiences and "evergreen perceptions."

In closing, I would like to quote a most thought-provoking passage I read recently in Daniel Bell's "The year 2000, The Trajectory of an Idea," published in Daedalus, 1967. "Time, said St. Augustine, is a three-fold present: the present as we experience it, the past as present memory, and the future as present expectation. By that criterion, the year 2000 has already arrived, for in the decisions we make now, in the way we design our environment and thus sketch the lines of constraint, the future is committed. . . .The future is not an overreaching leap into the distance; it begins in the present."

I am personally and completely enthusiastic about the potential of the last third of this century for helping to bring to reality widened horizons for our citizenry. I do not believe, however, that it can be accomplished without real dedication to adult and continuing education, recast, expanded, and extended almost beyond our present comprehensions, for I see no end to the learning needed just to keep oneself going. I believe that there is much to know just for the real thrill of knowing. Also, there are many, many problems to be solved for sheer survival's sake and lots to discover from the new combinations of the already known that will keep us all busy.

Our learning endeavors include all our life experiences from early childhood, through elementary and secondary school days, through early higher education, to graduate and post graduate study. They must be tied closely together and continued throughout the life of the individual.

The need for unique and varied approaches to wholly new directions in adult and continuing education means to me that we must not think only in terms of tinkering with and projecting the present systems. Rather, we must see wholly new structures, new associations, new target populations, new means, and take new initiatives for developing bold plans for adult and continuing education.

Dr. John Gardner ably expressed his concerns for changing directions in higher education and I interpret his concerns broadly to mean that the same thing goes for adult and continuing education programs aimed at renewal:

> "We need in the university community a focused, systematic, responsible, even aggressive concern for the manner in which the society is evolving--a concern for its values, for the problems it faces, and for the strategies appropriate to clarify those values and solve those problems. We need men who are seeking new solutions and helping us on toward those solutions. We need designers of the future. We need to be told how to build a better society, and how to get from here to there. Most of all we need help in the difficult business of changing institutions."

I call upon each of you, since no one person has a corner on this idea market, to band together to become "designers of the future" for adult and continuing education. Act as if all things were possible and nothing impossible. What then could evolve well might be new connective tissues from adult and continuing education to communities and vice versa that will produce an organic relevance that will truly reach and enhance each and every individual touched by it.

"Meeting Human Problems Through Coordinated Continuing Education Services in Higher Education"

Albert H. Martin
Associate Secretary
Illinois Junior College Board

In speaking from the junior college point of view on this topic, I should like to state that there is much evidence of the Illinois Junior College Board's interest in providing continuing education services, in coordinating those services with those of other agencies and in using these services in meeting human problems. I should like further to describe the role of the junior college as an agent of social change and finally, I hope to present some areas of coordination through which junior colleges and the four-year colleges may resolve problems of human need.

Junior college curricula have been described as being divided "like all of Gaul" into three parts. The Public Junior College Act requires the triumvirate of transfer, occupational and adult education to be included in the definition of a comprehensive program which delineates a comprehensive junior college. The State Board has stated that "The scope of adult education includes all continuing education and community service programs which may contribute to the educational and cultural needs of the community." Further, the State Board has indicated its support of continuing education through its funding policies which do not differentiate in dollars of state apportionment, between credit courses in regular curricular areas and non-credit equivalency courses related to adult education.

That the State Board has interest in coordinating its continuing education programs with others can be noted from two sources. In a statement before the Illinois Adult Education Association in April, 1967, Gerald W. Smith, Executive Secretary of the Board, stated "The Illinois Junior College Board has a lively and vital concern with regard to the role of the comprehensive junior college in the field of adult education. It is the intent and desire of the Board to move ahead in this field as a member of a statewide team engaged in the development of a useful and meaningful system for adult education. The Board encourages coordination and cooperation and pledges itself to the support of a well-planned program toward this goal."

The second statement of the interest of the State Board in working toward coordination in continuing education services came in early 1968 in a statement made to the Adult and Continuing Education Council established by the Illinois Adult Education Act of 1967. The statement notes that "as the educational agency which covers an entire district, the junior college has responsibility for articulating with programs being offered by the common schools, four-year colleges and universities and private agencies."

The role of the junior college in meeting human problems is one of direct participation. The junior college is on the firing line. In 1964, the Board of Higher Education published a Master Plan for Higher Education in Illinois. The Master Plan pointed out that the junior college should provide services for the undereducated, to develop special programs which would allow mobility to continued higher education or to an occupation. Further, the Master Plan indicated the junior college should be responsive to local needs.

There is a large body of educational philosophy which states the "community" responsibility of the public junior college in more pointed terms. Jencks and

Reisman in their monograph, The Academic Revolution, write ". . . a community college is inclusive rather than exclusive, seeking unity and solidarity rather than hierarchy and exclusion, serving the whole population, not a select minority."

Dr. Kenneth Cummiskey in the Community Services Forum writes, "We must focus more and more attention on segments of our population not traditionally served by higher education. We must open up educational opportunity to those who are not aware they have a college at their service nor needs to which the college could attend." Another writer similarly, but more explicitly states, "The college has to go to the boondocks and recruit students. It is no longer enough to offer courses and wait for students to come."

A writer in the Junior College Journal in the early 1950's noted that the significant problems of our democracy needed to have greater emphasis and have greater impact in the organization of adult education programs. William Shannon wrote in 1969: "The potential of the two-year college lies as an agent of social change through the community service dimension. It is more than a play on words when I say we should emphasize 'community' rather than 'college' in 'community college.'"

Harlacher thinks of the community college as a community catalytic agent. When it approaches a problem, it must bring together a number of forces which together create a new, united, single force to bear against the problem.

I believe that as the junior college moves to meet human problems, it must expect the university to play four types of roles. All are necessary in coordinating junior college and university attacks on human problems. These may be listed as part of the coordination responsibility of the university extension program in its relationship with the junior college. The roles are those of researcher, trainer, articulator and partner. The first two are not extremely difficult for the university to play. The university is research oriented in a way the junior college is not. It can aid in identifying problems, experimenting with various instruments to measure the breadth or depth of problems, and evaluate alternatives in the approach to problems. It can formulate research models for methods of attack and provide specialized personnel to advise and aid the junior colleges.

As a trainer, the university provides the basic higher education and professional education backgrounds for teachers and administrators of junior college continuing education programs. Additionally, through their in-service workshops and extension services they provide the necessary communication of information derived from the latest research projects to the practitioners in the field. The degree to which the universities of a state are adequately fulfilling their research and training roles provides a clue to the effectiveness of the continuing education activity of the junior colleges of the state.

In the future, and not very distant future, I see the university role as articulator to be more and more of a problem. The learning experiences provided through continuing education programs in junior colleges will not represent the maximum educational experience desired by many who are enrolled in programs. Let me suggest an illustration: Meeting the human needs problems in many of the urban areas of our nation has resulted in the mushrooming of a myriad of public and private agencies and organizations, each with its specialized responsibilities and goals. Community based groups both public and private are using indigenous workers, many with little formal education. Training programs of both an informal and formal nature have been developed by these agencies, using local junior colleges. Junior colleges develop formal curricula which relate to the jobs of those working in the programs, and many even consider ways in which credit for experience may be accepted toward a degree. As the articulator, how flexible are universities likely to be in accepting these types of experiences toward a baccalaureate degree? In-service education in junior colleges for groups working in urban problem areas must lead to courses for upper level undergraduate, graduate and professional training. Workers in such programs often represent minority groups and suffer from the occupational-terminal image. Or as one writer describes it - they suffer from a minority syndrome that finds them relegated to a sub-professional role throughout their lives. The need for mobility is a major one.

Dr. Ruth Macfarlane of Pasadena City College wrote that four-year colleges and universities are far behind the community colleges. She notes the need for articulation of programs developed to meet human needs and predicts that the community college "may find itself in a new reverse role. Instead of its accustomed playing of second fiddle, it may start calling the tune." Regardless of who calls the tune, the continuing education programs in junior colleges should be planned and articulated with those of four-year universities. As junior colleges respond to the needs of their community, four-year colleges must be willing to move in with the necessary courses to allow maximum fulfillment of student goals. As a partner, senior institutions can work with junior colleges on particular issues and problems. Perhaps the word "cooperator" is as good a word as "partner." However, I prefer "partner" because I wish to imply "coequals" while cooperation between two agencies may indicate differences in responsibility.

The development of consortia and cooperative centers to provide a partnership type of thrust in a continuing education program should be encouraged. Deans and directors should be alert to opportunities which arise which can be better approached together than by one agency alone. Such partnerships might grow into a formalized structure which allow a combined approach to many problems.

No discussion of this topic of coordination can fail to note the human needs and quality of life thesis so well defined by Dr. James B. Holderman, Executive Director of the Illinois Board of Higher Education in Executive Report No. 79. This statement has had full acceptance philosophically by the Illinois Junior College Board. In fact, in this report, Dr. Holderman discusses what I think junior colleges are all about.

In the field of continuing education, I believe it is appropriate to refer to Dr. Holderman's prior report, No. 78, as another significant statement relating to this morning's topic. Dr. Holderman stated, "It is increasingly clear that among the programs of higher education, the ones which will receive the most attention in the very near future fall in the area of continuing education. Broadly defined, continuing education includes extension, public service, community programs, adult education, indeed, the concept of the college and university as supplemental educational centers. . . . In view of the State's commitment to the abolition of ignorance and poverty, dynamic, innovative programs in continuing education take on particular significance. The Board of Higher Education is an appropriate catalyst in this area; the experience and talents of new staff and pertinent studies, some of which are already underway, reflect this concern."

I should add that Executive Director's report No. 86 presented May 5, 1970, expands more fully on this theme. I suggest that you obtain a copy from the Board of Higher Education. I believe you will want to be familiar with it and have a copy for your file.

I think I should add that it is refreshing to me personally to see the Board of Higher Education committed to an active role in continuing education for higher education.

In conclusion, higher education is intimately involved in many diverse responses to the revolutionary social forces which we find in our State. Continuing education programs, closely coordinated, represent one effective way of meeting the human needs of the people in Illinois.

* * *

Some points of concern expressed by Dr. Crane during his presentation:

1. The State of Illinois should embark on an all-out effort to revitalize all aspects of its present "Continuing Education Service" programs.

2. The Community College is given the major responsibility for new patterns and new ways of delivering continuing education services--new challenges at coordinating the area services (district or regional) in adult-continuing-extension education.

3. The Community College can be the civic center, the catalytic local coordinating agency, the resource and the cause for a designed set of approaches to the continuous learning ideal.

4. Education is accountable to new populations. We all can relate effectively to each other through evening programs of continuing education. We cannot be afraid of each other's ideas.

5. Our systems of education are not flexible enough to allow some of our men and women to improve themselves. Working mothers are going to be more in than out...Day care centers must be available to help working mothers...Adult Education--Continuing Education should take into account all aspects of human life...children of working mothers, individuals confined in jail and prison, as well as others as their life-long education is planned, coordinated and implemented within our society.

6. By 1985 the black population will have doubled since 1960. What does this mean for adult and continuing education?

7. Our learning endeavors include all our life experiences from early childhood, through elementary and secondary school through graduate and post graduate study.

George Hackler, Recorder
Director of Extension
Eastern Illinois University

Summary of Mr. Martin's presentation on Meeting Human Problems Through Coordinated Continuing Education Services in Higher Education--Junior College point of view.

1. There is much evidence of the Illinois Junior College Board's interest in coordinating (with many agencies) the continuing-adult education programs.

2. The State Board of Illinois Junior Colleges has a concern in and encourages a lively adult and continuing educational program.

3. The junior colleges have a responsibility for coordinating the educational offerings between many agencies.

4. References to the Master Plan pointed out the responsibilities of the community colleges. The community college is inclusive rather than exclusive in its endeavors to provide educational opportunities to the citizens of Illinois.

5. It is no longer enough to offer courses and wait for the students to come to the institution. Educators must take the educational programs out to the people.

6. The potential of the community college is in its community service dimensions.

7. For the community college to implement its programs, the four-year universities must contribute in four ways. They must serve as a) a researcher, b) a trainer, c) an articulator, and d) a partner and/or coordinator.

    --Junior colleges may soon be "calling the shots" and the senior institutions will be called upon to react (assist in the programs).

    --A need exists for more inservice education in the junior colleges.

    --Programs need to be continued at the university level for junior college staff as well as for other adults in the community. The four-year institutions must move in with university level courses to help the student continue toward the goal started in the community college.

8. Continuing education programs (closely coordinated) are means of meeting the human needs within our state.

Comments following both presentations:

--What was meant by "... the junior colleges may be 'calling the shots'...?"

The junior colleges may be asking the universities to provide certain services they (junior colleges) need...not what the universities say they are or are not able to provide.

- --Board of Higher Education is interested in re-directing the emphasis--educational programs. The money may be withheld at certain levels and/or for certain services in an effort to force a re-directing of values and educational effort.

- --We need to establish a three to five-year experimental program and then look at the products before setting qualifications.

- --We don't have enough experimentation going on at the junior college level.

- --Kankakee is starting a new project which may be a break-through in cooperative community effort in education.

- --Concern was expressed for the implementation of new programs at the junior college level that would be continued at the four-year institution(s).

- --Governors College has submitted a set of guidelines that are intended to be flexible to the needs of many educational goals.

George Hackler, Recorder
Director of Extension
Eastern Illinois University

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Vertical Articulation - Hope for Technicians

Moderator . . . . Chester Pachucki
Associate Secretary, Illinois Junior College Board

Panelists:

Marvin Van Etten
Assistant Professor
Technical and Industrial Education
Bradley University

Donald J. Tolle
Associate Professor of Higher Education, Southern Illinois University at Carbondale

Discussion

Recorder . . . . Darrell Darling
Dean of Career Programs, Kaskaskia College

"Vertical Articulation - Hope for the Technician"

Marvin Van Etten

It was pointed out in the previous session that two-year associate degrees have suffered academic penalties when their holders seek to achieve corporate advancement. Unfortunately, this dead end position is the fate of most associate degrees. Both in job advancement and continued baccalaureate efforts. There is no need for this condition to exist. Perhaps instead of a communications gap, or a generation gap, there exists an Education Gap.

Bradley University's Mechanical Technology Department is seeking to bridge the Education Gap. Extensive visits to most junior colleges in the state to note programs have been made. Our visits and evaluation of associate degree programs has lead us to believe that in many cases junior college technology curriculums are far in advance of baccalaureate industrial arts programs and emerging technology curriculums. It would also appear that many baccalaureate programs can offer little additional technology depth to the associate degree holder in a particular technology.

Utilization of exemplar programs can provide the necessary means for smooth vertical articulation between junior and senior colleges; and most important, provide hope for the associate degree technician.

The major existing block in vertical articulation exists in higher education. Course credit and acceptance of associate degree programs for baccalaureate credit is lacking. Senior colleges feel they must protect their image and also meet accreditation standards imposed by quasi legal associations. Unfortunately, most college administrators, registrars, academic review boards and accreditation associations see little educative value in technical oriented courses. They are still under the influence of antiquated concepts of Mental Discipline.

Recent educational psychological learning concepts lend support to several studies which have dispelled the existence of particular intellectual building courses. Moreover, studies have evaluated the success of students who: did not follow the traditional college preparation tract; were below the accepted cutoff test score; or started their professional career at a junior college and have noted that no significant differential exists.

Our experience with transfer students from junior colleges at Bradley would support these findings. We have found no lack of intellectual or academic ability. They are just as capable as regular four-year students and in most cases even more so. They seem to have added maturity, proven study habits, and positive attitudes. Our aim is to utilize and extend the capabilities of the associate degree the holder brings to our University.

Dr. Beryl M. Cunningham, Dean of Bradley's early technology program, was responsible for recognizing the need of a new type of technician to meet the needs of our advancing industrial culture. The role of the former technician was highly manipulative and skill oriented and would not be able to meet the needs of modern industry. He noted engineering curriculums were shifting from their former emphasis in industrial practices to an increased emphasis on scientific research and product development. He noted also, that industry would have an increased need for a well qualified individual in industrial process management, and would not require a research oriented academic preparation. The technician's new role would place him in industrial aspects of: planning, process analysis, manufacturing, technical sales, field service, automatic machine processes, testing, quality control and other managerial functions which did not require extended physical science depth. They would, however, need a greater breadth in humanities, and managerial sciences. The new technologist would also need an in-depth technology expertise backed by a better preparation in the physical sciences than what was formerly considered necessary for technicians or industrial arts majors.

As a result of these concepts portended by Cunningham, and Bradley's attempt to survive as a private University (lacking state or federal funds), Bradley developed the technology curriculum. One which would allow the student to obtain a type of education not presently offered at other institutions of higher education. Out of this, our present concept of Mechanical Technology program has emerged.

To provide better articulation, our faculty has visited many junior college campuses as I pointed out earlier. We have been impressed by the facilities we saw, by the type of equipment at their command and by the expertise of the teaching faculty. I believe in many cases the junior colleges can provide a more comprehensive techical education than many of our four-year universities. Then, why not utilize these facilities and design curriculums for vertical articulation? Design and Mechanical Technology curriculum to provide the junior and senior courses necessary to dovetail junior college curriculums into them.

To facilitate this type of vertical articulation has been the major reason behind our junior college visits. Not to recommend changes in their curriculums or course offerings, for they know their local needs far better than we, and the junior colleges were established to serve the needs of the local areas. We have attempted, however, to evaluate facilities, programs, curriculums and courses. Also to recommend additional courses which when added to existing curriculums would insure a smooth transition of associate degree graduates into our four-year baccalaureate Mechanical Technology program.

Results of these efforts have been rewarding for many students are successfully fulfilling industrial roles and feed back indicates they are very well received. The graduate's salaries are very competitive with engineering, averaging $816.00 per month last year.

The graduates' success and industry's acceptance has proved the soundness of Bradley's philosophy conceiving the potential success of junior college transfer students into a four-year mechanical technology program. Our philosophy is to provide the transfer student with: more depth in his technological theory, more breadth in liberal arts courses, increase his depth in physical science, and provide a business management foundation for future advancement. We also believe the graduate should be well prepared technically to get his foot in the door and hold his job, but we feel future advancement will depend upon his technological understanding, managerial skills and social abilities as he matures in his professional role.

Bradley, then, is trying to build upon current junior college associate degree programs. Trying not to penalize associate degree curriculums. Rather to utilize them by providing technical education which compliments and expands their present curricular offerings.

I would like to see a development of a continuum in technical education. Starting in the high school and extending to the graduate degree. To provide educational stops for steping off the continuum and for steping back on the technical continuum. Vertical articulation which would allow the student to move in several academic directions. To provide the means of hope for the technician who seeks to continue his quest for better education and a better job. Thank you.

"Vocational-Technical Education: Terminal, Transfer, or Transvestitie?"

Donald J. Tolle
Associate Professor of Higher Education
Southern Illinois University at Carbondale

The lightly dramatic title of this presentation refers to the dilemma of junior colleges and universities in achieving some sort of common perception of vocational-technical courses. Are they really "terminal" or should they be accepted by senior institutions? If they are accepted for transfer, are the senior colleges being duped by a kind of educational transvestism which clothes "terminal" education in the garb of "transfer" courses? Let me state my thinking in this regard.

The traditional dichotomy at community colleges between terminal and transfer courses is in need of overhaul. The sharp division between the two has often been a forced one, with the distinction more in the label than in the reality.

Probably most two-year institutions have found that some of their occupational courses have been accepted into certain degree programs at universities--unless tagged as non-transfer in the junior college catalog. (Few universities would place themselves in the position of "losing face" by giving transfer status to courses designated "terminal" by the junior colleges themselves.)

Nothing said here should be interpreted as recommending automatic acceptance of all junior college courses for all degree purposes at senior colleges. There are obvious reasons why such a policy would be unrealistic. Business mathematics won't replace college algebra and trigonometry for science and mathematics majors, technical report writing won't satisfy the freshman English course requirement for liberal arts majors, and so on. And most would not argue that point.

On the other hand, there are (and/or should be) bachelor's degree curricula at universities which might reasonably allow junior college graduates to utilize a fair proportion of their occupational associate degree work in those programs.

Why should a student have to "start over" if he decides, during (or after completing) an associate degree program in electronics or nursing or other occupational program, that he now can see his way clear to going on to a university in a bachelor's program in a similar or related field? (As a matter of fact, I suspect that in certain respects such a person switching to, say, English or history upon transfer to the senior college might well be more broadly based upon graduation if some of his electronics or nursing courses were accepted as electives, than is the typical baccalaureate graduate in English or history who doesn't deviate from the usual majors and minors.) Why should not technical report writing be acceptable as a part of a communications major or minor? Why should not a whole variety of occupation-oriented courses offered at junior colleges be regarded as building blocks or stepping stones or broadening elements at least within various occupation-oriented bachelor's programs at universities?

Now I realize that such thinking is regarded as pure heresy or sheer nonsense by most university people as well as by a great many junior college representatives. As a matter of fact, I came up through the so-called liberal arts tradition, and it took me several years of wroking with students in junior colleges before a sea-change in my own thinking was realized. So I believe I have some understanding of the varied viewpoints that are held in this regard at both universities and junior colleges. But let me plunge blithely on and describe briefly one small attempt on one campus of one university partially to bridge the chasm between junior college occupational associate degree programs and senior college bachelor's degree programs.

Southern Illinois University at Carbondale has instituted a policy this year which opens the door (somewhat more than a crack) to graduates of occupational programs in two-year institutions. The policy was proposed by a committee representing the campus at large and implemented by the Chancellor on June 30, 1969. Briefly, it provides these possibilities:

> From Regionally Accredited Institutions
>
> A student who has been enrolled in a regionally accredited institution on an educational program not oriented to the baccalaureate will be considered for admission on the basis of his conformity to the University's normal transfer admission standards. A "regionally accredited institution" for this purpose is one listed without condition in the AACRAO's Report of Credit Given by Educational Institutions or the American Council on Education's Accredited Institutions of Higher Education.
>
> Credit presented for transfer acceptance by those who have completed associate or equivalent programs with a "C" or better average will be evaluated. Applicable credit will be posted to the students' educational record cards without condition.
>
> Credit for those who have not completed associate or equivalent programs, or who have less than a "C" average, will be evaluated so that the students may receive advice regarding registration and remaining requirements, but such credit will not be posted to the students' educational record cards until they have established a "C" average in their first 36 quarter hours.
>
> From Institutions Not Accredited Regionally
>
> A student who has completed a two-year or equivalent program with a "C" average in an institution which has not been accredited by a regional accrediting association will be admitted if the institution is (a) one falling within the normal purview of a regional accrediting association or (b) one recognized by NATTS, AMA, ECPD, or similar accrediting bodies recognized by the National Commission on Accrediting or the U.S. Office of Education.
>
> Credit presented for transfer acceptance will be evaluated so that the students may receive advice regarding registration and remaining requirements, but such credit will not be posted to the students' educational record cards until they have established a "C" average in their first 36 quarter hours.
>
> Students who have not completed two-year or equivalent programs or who have less than a "C" average will be considered for admission as entering freshmen.

Obviously, this policy is not a "no holds barred" situation. Those wanting to transfer from an occupational program into a liberal arts program will find little solace. (One law enforcement graduate of SIU's own Vocational Technical Institute says that this new policy "doesn't mean a thing." He found that his associate degree from VTI did little for his bachelor's degree in sociology except for certain general studies requirements. He says he's the only 300-quarter hour Bachelor of Arts student that he knows.)

But the fact is that in a number of technically-related programs at SIU, the junior college occupational graduate can apply a fairly large portion of his associate degree work to a related bachelor's degree. For example, from about 50% to 75% of the associate degree work in civil, electrical, mechanical, or industrial engineering technology will apply to bachelor's degrees in these areas. Some of the differences depend upon how much applicable general studies work (which is SIU's way of designating general education) has been a part of the student's junior college program. Actually, SIU is rather liberal in what it will accept as general studies equivalents.

Courses from the following associate degree programs are some of the primary ones which can be applied to the above degrees:

Data Processing
Machine Tool Technology
Production Technology
Electronics Technology
Mechanical Technology
Design and Drafting Technology
Business Management

In addition, those students who have decided that they want to teach in an occupational area have opportunity to prepare to do so through the technical teaching program in technical and industrial education. And there are opportunities in various other units on campus, principally business, agriculture, and home economics. However, there are variations within some of these programs which make it difficult for me to speak very securely to you about them at this time.

There is a wonderful course number at SIU at Carbondale through which block credit for occupational course work up to a total of 80 quarter hours can be applied to bachelor's degree requirements in various academic units. However, even though the 80 quarter hours typically are accepted by the university, the departments can impose their own requirements beyond these. (And this is where the "300-quarter hour graduate" can come from instead of his being able to finish with the usual 192.) One faculty advisor used the terms "hollow victory" and "flim-flam game" in describing what can happen to those students who get the 80-hour block credit in technical work plus several hours of general studies work but who still have three or more years left in their bachelor's program because of additional requirements to satisfy the department concerned. Yet, when I asked the same advisor for a case history which might be considered typical, it turned out that the subject student (whose associate degree was in data processing) had actually received "real" credit for almost 2/3 of his two-year program toward a B.S. in the School of Business.

One cutting edge of the "terminal-transfer" problem lies in the general studies area, which normally involves 90 quarter hours to satisfy the requirement. A great deal depends upon how much acceptable work of this nature the student had in his occupational program at the junior college. The other side of the coin has to do with his academic success in the remaining general studies requirements at SIU, because nobody escapes them.

To conclude, let me say that this SIU policy is not a panacea (and there are no doubt a great many people who feel that such a policy is a bastardly or at least a dastardly one). But the attempt is to give better opportunity to individuals who may alter directions or change goals and to allow them to salvage as much of their previous program as possible in the process. In a real sense, I believe, this policy is in at least limited accord with the community college philosophy of providing wider opportunity to people who can profit from it. I sincerely hope that this policy will prove its worth by the quality of the product--those students who go out to succeed in industry or business or teaching because of the articulated contributions that the junior college and the university have made to their "vocational" education.

Discussion:

Q. Who can we contact for closer articulation for acceptance of programs at the institution or to get further information?

A. Dr. Van Etten. They would welcome at Bradley a course outline or curriculum outline that would be used by them to evaluate the program, but in the main they accept most programs or credits that come to them.

Dr. Tolle. S.I.U. has a coordinator for junior colleges to evaluate transcripts, and they fit the policy referred to in the general studies as they apply to the requirements for a degree in technical education. A specific curriculum should be referred to a specific instructor: Dr. Stadt for Tec. teaching, Dr. Besterfield for technology, Charles Rosenbarge for Business, Gene Woods for Ag, and Dr. Anna Carol Fults for Home Economics.

Q. Any research on the graduates from the S.I.U. program?

A. Dr. Tolle. New policy on this new curriculum, and at the present time, there have been no graduates to make any type of research on.

Q. Many schools are numbering courses over 100 so that we can be assured of transferability. It's a number game and has nothing to do with course descriptions - why?

A. Dr. Tolle. Don't put T or Terminal or Non-transfer on courses.

Dr. Van Etten. Reimbursement is sometimes a factor in numbering and labels. Suggested listing Technical Report Writing equivalent to 101 English Composition parallel.

Q. What value is placed on the number system in transfer?

A. Mr. Pachucki. Same thing being done at S.I.U. by having a person doing the work besides a clerk doing it - a person designated in this area.

Dr. Tolle. This is not a problem at S.I.U. with the basic block allowed for technical education transfer students.

Mr. Pachucki. University of Illinois will accept 60 hours and it's up to the department to evaluate each individual transcript.

* * * *

Articulation Between Junior Colleges and High Schools

Presiding . . . . James Harvey
Dean of Students, William Rainey Harper College

Panelists:

Donald F. Mortvedt Dean of Students Spoon River College	Gerald K. Mathis Counselor Triton College
Mack A. Warren Director of Admissions Sauk Valley College	Alfred Wisgoski Administrative Dean Illinois Valley Community College

Discussion

Recorder . . . . Harry W. Abell
Dean of Student Affairs, Southeastern Illinois College

Alfred Wisgoski initiated discussion by emphasizing that the need for articulation between the junior college and high schools is greater now than it ever has been, due to misconceptions held by a sizeable quarter of high school students and staff regarding the philosophy and the mission of the junior college. He urged, also, that the articulation must be a continuous process and not one confined to peak transfer periods.

Some of the aspects of a system of articulation were then rehearsed by Mr. Wisgoski. He felt that there should be a fall conference in which high school counselors and teachers are invited to interact with the junior college staff. Interest groups might be established so that misunderstanding and confusion in specialized areas can be more readily ameliorated. All high school staff should be encouraged to visit at any time during the year so that questions can be answered before misinterpretation sets in. To also prevent misinterpretation, all public relations materials, catalogues, brochures, curriculum sheets and prerequisites, must be concise and cogent to facilitate understanding.

In closing, Mr. Wisgoski stressed the importance of smooth relations with high school personnel. They are the individuals who can identify early potential candidates for the various programs and channel to the junior college those who would otherwise be lost to the processes of higher education.

Mr. Warren followed this discussion with a discussion on the possibility that considering only junior college-high school articulation was tantamount to seeing only part of the picture regarding the potential junior college student. For this reason, he suggested the idea of a "tri-level" articulation effort, i.e. combining high school, junior college and senior institution information at one meeting. This, he claimed, would lend continuity to the effort and give the student a better perspective of the interrelatedness of the three in the higher education experience.

This speaker pointed out, moreover, that public relations were effective, not only when directed solely at the high school, but when aimed at the community in general. From his experience, he felt that display racks in the community, visitations to the high schools on a regular basis, and feedback (e.g., student profiles from X high school) to high school counselors would do much to keep the constituency informed of what the junior college was doing--all this while keeping an on-going dialogue going with the senior institution.

The third panelist, Don Mortvedt, placed the thrust of his discussion on the human dynamics of the articulation process. He speculated that, if a student had faith in the student personnel staff at the junior college and felt that the staff had a personal concern in his achievement and welfare, the whole problem of articulation would be greatly minimized: students whose own relationships with the junior college have been satisfying and rewarding would be the best promoters for the system.

Mortvedt went on to explain that he felt any media that communicated student involvement in the junior college served the best public relations and articulation function, e.g., the school newspaper, should be widely distributed and student recognition material should be sent to all local newspapers. In this way, the students, through identification by media with the institution, are better able to act as filters of the purpose and value of the junior college. Other methods suggested by Mr. Mortvedt included involving as many of the lay citizenry as possible in advisory capacity on "Pro-lay" boards, working with radio and T.V. to gain coverage of institutional policy and activities, and organizing student committees to participate in dialogue about the institution and its problems.

Gerald Mathis was the last panelist to speak, and he emphasized the strengths and weaknesses of the traditional approach to articulation. The strengths of the established system provide a timeliness to efforts toward recruitment and College Night, i.e. handling articulation in Career Programs in the high school and working most intensely with seniors who are about to graduate.

The weaknesses Mr. Mathis enumerated as the following: (1) not making use of students in the process, (2) not emphasizing public relations materials and the mass media, and (3) not being honest with high school personnel about problems of the junior college.

A brief question-answer period followed and the meeting was adjourned.

Harry W. Abell, Recorder

* * *

Junior College-Senior College Relations

Moderator . . . . James T. Hashbarger
Junior College Coordinator, University of Illinois at Urbana

"The Associate Degree in Transfer"

Presenters:

Mrs. Eugenie Walker Director of Admissions Northern Illinois University	David B. Raulston Dean of Admissions and Guidance Triton College

"Non-Traditional Grading Practices"

Presenters:

Richard DeCosmo Dean of Student Personnel Services Moraine Valley Community College	Julius Menacker Associate Director of Admissions and Records, University of Illinois at Chicago Circle

Discussion

Recorder . . . . Judy Mayo
Counselor, State Community College of East St. Louis

Mr. Hashbarger introduced the panel and suggested that the program be disregarded. The two questions outlined on the program would be briefly presented and the remaining time would be used for open discussion.

EUGENIE WALKER

Eugenie Walker presented information concerning the practices of state universities regarding the acceptance of the associate degree. Since there are several kinds of associate degrees, the degree as such, means very little to the four-year institution at this time.

Chicago State College does accept the Associate in Arts Degree as meeting the general education requirements as long as the student enters secondary education or the liberal arts program. The two new state universities, Sangamon State and Governors State, will be accepting the associate degree as meeting the general education requirements for the first two years.

Most of the other schools which were contacted were giving some thought to the acceptance of the associate degree, but they cannot make any commitments at this time.

DAVID RAULSTON

Dean Raulston was asked to present some ideas on how the junior colleges should treat the associate degree or what is the philosophy of the junior colleges concerning the associate degree.

An overview of the transfer practices in the State of Illinois revealed that a student who transfers with 65 semester hours is better off than a student with 65 hours and the associate degree.

Some of the problems with the acceptance of the associate degree from the universities viewpoint are that junior colleges have many curricula but not all of them meet the basic general education requirements. Another problem is with particular courses and course descriptions not being parallel from junior college to university. Mr. Raulston stated that he would like to see the student with the associate degree accepted as having met the general education requirments. We should take steps toward moving in that direction. We must also recognize the fact that there will be some loss of the independence and autonomy that institutions now have. To accomplish these objectives, it will be necessary to live with broad subject areas rather than particular courses with particular course numbers and course descriptions.

There are some areas which may never work, such as fine arts, engineering and architecture. In these areas the emphasis is on the major subject requirements rather than general education.

If a statewide activity in the direction of the acceptance of the associate degree were initiated, some of the confusion would be resolved.

From the junior college standpoint, there is a need to do more in defining what general education should consist of before recommending that the associate degree be accepted as meeting the general education requirements.

At Triton College there are numerous curricula available with very specific courses. These curricula are meant to meet requirements for particular areas of concentration. The general education requirement, as designated by the college is only 19 hours. At this point the associate degree should not be recommended as having met the broad general education requirements. Junior colleges must accept this problem and work toward a clearer definition of general education.

At the present time private colleges are ahead of state universities in accepting the associate degree student. Part of this is due to the fact that some private schools are in need of students.

RICHARD DECOSMO

Dean DeCosmo outlined some non-traditional grading practices that are appearing in the junior colleges.

Before discussing some of the problems associated with non-traditional grading, Dean DeCosmo defined some of various kinds of grading practices that were being used:

1. P and F grades--pass and fail
2. X grades indicate non-completion of course requirements
3. H (honors), P (pass) and R (recycle)
4. Austin College in Texas is contemplating the use of a system which would consist of Pass or In Progress
5. The Contract System of Grading--the student makes a contract with the instructor for a certain grade A, B, or C. If the student doesn't complete the requirements he receives an Inc. (incomplete). The student may come back at any time to complete the requirements for the contract.
6. Moraine Valley is contemplating a Goal Achievement Plan. Students would establish the goals that they are trying to seek and may achieve these goals in any way--not necessarily by attending class. This would throw out the grading system possibly entirely. There would be no courses listed on transcripts. All that would be indicated would be the goals that have been outlined to meet requirements and whether or not the student has met those goals. Everyone would receive an A who met the requirements. Those who have not met the goals simply have not met them. Under this system of grading there would be no set length of time for completing a course. The object is to give students the opportunity for completing the required course objective with the amount of time that they need. It is a fact that 90% of the people can learn anything you want to teach them--given the time.

Why non-traditional grading? It is better to reinforce successful experiences rather than negative experiences. There has been enough negative reinforcement in the public schools systems. This creates real problems for students. Negative reinforcement creates negative behavior and reduces personal growth. Also, non-traditional grading allows experimentation which is not possible under more traditional systems.

The penalty a student gets by losing his time and money is enough. It is not necessary to further penalize the student by recording his failure.

Problems of articulation:

Extends through all the things connected with the acceptance of the associate degree: the grading system, courses and curriculums. It is based on a "full faith in credit" clause. Do colleges and senior colleges have faith in each other's right to make decisions--specifically in grading? Most of the senior colleges will count an X grade earned at the junior college as failing. It is their right. Junior colleges do not count the X grade. There are universities in the state who are leaning in the direction of using the junior college grade point average as the transfer grade point average.

The junior colleges would like to work more closely with the universities to develop a just system for students to work at matching up students with universities.

Mutual confidence is the primary element in resolving the problems of articulation. Until mutual confidence is achieved, the problems will remain.

JULIUS MENACKER

Mr. Menacker responded to Dean DeCosmo by indicating that the trend on the part of junior colleges using the acceptance of goals rather than course numbers on transcripts can only be successful when there is some commonality among institutions. This will require communication and cooperation among schools. Better communication systems will have to be developed.

It is true that the junior colleges are developing more non-traditional grading practices than the senior institutions and in this regard, it seems that the senior institutions are following the lead of the junior colleges. But non-traditional grading practices are not reserved for the junior colleges.

Most of the public universities in Illinois have adopted the practice of accepting transfer grades at face value without going behind the grade to inquire into the philosophy of the junior college to see if it is acceptable to the university. The university will use the grade for the purposes that the junior colleges indicate it is to be used for. For example, the University of Illinois looks at Pass or Fail as having no effect on the admissions average. There are some exceptions in the state such as Northeastern Illinois where the Fail will be counted as a failing grade in computing admissions grade point average.

At the University of Illinois the "X" grade is not counted. It is ignored and does not enter into consideration of grade point averages or transfers of credit.

If the system of transfer of junior college students to universities is going to work, there is a need to establish mutual confidence between junior colleges and universities.

Discussion:

Q. What happens when a university such as the University of Illinois can admit only 100 students and more than 150 apply? All of the students have been graded on "P" and "F" grading systems. How are the students chosen?

A. Mr. Menacker. The Admissions Counselor would have to evaluate each student's potential for success. A system of weighing "P" and "F" would have to be developed. The junior colleges could assist by providing information on students.

Dr. DeCosmo. In Michigan, at Wayne State University, a junior college student is admitted to the university if the junior college counselor signed his admission form. The student then has automatic admission. The university does not evaluate the transcript--they accept the fact that the student has met the general education requirements. This might be a solution to the admissions problem for it puts more pressure on junior colleges to evaluate their students in terms of what is expected by the university.

Q. Do senior colleges coordinate the B.A. Degrees so that students can go on to graduate schools at other universities?

A. Dr. Raulston. If we are going to accept the associate degree, there will have to be some agreement and acceptance concerning a broad general education requirement. Even with the B.A. Degree, a student may have some major requirements to meet to be acceptable in a graduate program. This would also be true with the acceptance of the associate degree. But the question of general education would not be reopened.

Q. Would it be sufficient to say that if these broad general education requirements are going to be accepted, the proper way to go about it might be through an accrediting agency like North Central Association?

A. Dr. Raulston. It is going to take some outside pressure. If we wait to develop from within, it will take a long time.

At Sangamon State there is no set minimum amount of general education. We will look at those who come in with 65 hours to see if they have met our background definition of general education. If they have the associate degree, they will be acceptable.

Q. Does Sangamon State have a College of Business?

A. There are no departments at this time.

Mrs. Walker. One of the biggest areas of difficulty is in business. Students load up on business courses and don't have enough general education.

Dr. Raulston. We have difficulty convincing business students that they need courses other than in business.

Mrs. Walker. Another problem is with math requirements. Students come in with degrees in business, but don't have the necessary math requirements.

Mr. Menacker. The American Association of College Schools of Business also imposes standards which tend to compound all of the problems we have been discussing.

Mr. Walker. What we are saying is that this is going to demand articulation in these areas: business programs in junior colleges with business programs in senior colleges.

Q. Can we create our own pressure from the inside rather than the outside?

A. Mrs. Walker. Junior colleges and universities will have to increase their staffs to be able to devote the time needed.

Q. Wouldn't it be a great mistake to try to parallel each course?

A. Dr. DeCosmo. We would like to see voluntary working together rather than imposition of a state agency. Colleges could work together on a regular basis to come up with solutions. They would have to find a way to develop communication among junior colleges and universities.

Q. Should junior college students be encouraged to get the associate degree?

A. Dr. DeCosmo. We encourage students to get the associate degree if it is to their benefit. If he is transferring to a school that has different requirements and it were not to his advantage to have the associate degree, we would encourage him to meet the requirements of that school. In general, students are encouraged to get the associate degree because in time it will carry more weight.

* * *

Long-Range Planning Seminar

Presiding . . . . Verle Besant
Trustee Division Chairman

Speaker . . . . David Valentine
Associate, Booz, Allen, and Hamilton

Recorder. . . . . Catherine Perkins
Secretary of the Trustee Division and Board Member
Sauk Valley College

Long Range Planning as it relates to education and particularly to junior colleges means for at least one year or more in advance, preferably more.

1. Educational plans and objectives must be for more than one year to be realistic and adequate.
2. Advance planning is the only control that is feasible for rapidly rising costs, especially because of higher salary escalations. Documentation of projected costs is requested by faculty as they strive to account for every available dollar in salary negotiations.
3. State and federal aid programs request longer range planning to assure maximum use of available funds on a continuing basis. Public opinion, now as never before,

asks what are you doing with all the money and why do you need it. Performance records are requested by the Department of Labor and other government projects. Local control is definitely equated with adequate long range planning. It is a much easier task for those who do it well.

Essential elements of long range planning are:

1. Formulation of definite plans, that must be attainable, for the complete program.
2. Detailed planning for the required facilities.
3. Realistic planning for the necessary budgeting - receiving as well as spending of funds.

There are four criteria of the objective which must be considered for each of the major programs in the curricula:

1. The recipients - who and how many will be involved.
2. Behavior pattern peculiar to the specific program.
3. Instructional area that will be involved.
4. Attainment and achievement of the goals that were projected for the program--were they realistic or idealistic.

All the activities that are necessary to achieve the desired objectives must be identified:

1. Each must be precisely defined.
2. The number of times it will be performed must be known. Each of these identities will vary with each projection that is made. Enrollment projections are one measure of the activity of the objective. These will vary with both the historical rates and local specific factors, such as density of population, proximity to other institutions, nature of local industry, etc. Specific activity needs that must be determined for each area are: classrooms, laboratories and general necessary physical facilities.

Long Range Planning begins with inventory of present facilities:

1. What are their useful lives?
2. What is the peak load for each current facility?
3. What are the capacity alternatives?

California method for identifying projected needs:

1. Space that is flexible - may be used for more than one or two activities or readily changed if needed.

2. Detailed analysis of specific needs.

Long Range Planning in budgets must be measured not by the input of resources but by the output of the college. Too recently arbitrary changes have had to be made by how much was available.

What goals should be requested by the community:

1. Best possible method for the least cost.

2. Program priorities for funding must be consistently applied. What are the benefits as related to cost. What is the annual return in benefits to the community.

3. Established programs must also be analyzed to be sure they continue to meet the priority criteria and to prevent an arbitrary cross-the-board budget cut.

Long Range Planning must never be considered to be final; re-evaluation and replanning are constantly necessary for:

1. Changing needs for education in general.

2. Improved methods, both instructional and other services.

3. Changing needs of the community - new industries move in and out.

4. Informational educational analyses e.g.: what happens to baccalaureate students after they leave; where are our voc-tech people employed, etc.?

5. Changing registration procedures - computer programming of all kinds of valuable information about registration records that would be impossible to maintain manually.

Conclusion:

The chief advantages of Long Range Planning are to determine the advance action that is necessary and to keep the public informed so as not to seem to be in a constant crisis.

Q. How do you plan a cost of living index?

A. The history is not necessarily the future; any plan may not be absolutely accurate. It must be flexible.

Q. What is the general reaction of faculty to cost analyses of program structures and performance?

A. Negative! Administration must get tough and pursue alternate ways of presenting courses.

Q. Is teaching more important budget-wise than writing and research?

A. Research is very important if money is available for both research and educational costs.

Q. Should faculty be involved in long range planning?

A. They are in some colleges, but most prefer to leave this problem to others. Really dedicated faculty usually respond.

Q. To what depth should boards of trustees be involved in long range planning?

A. In major policies, such as establishing objectives and determining priorities.

* * *

A Management Information System for the Community College

Presiding . . . . .Forest D. Etheredge
President, McHenry County College

Address . . . . Howard Sims
Niles Township Department of Special Education

Recorder. . . . . R. Earl Trobaugh
President, Illinois Valley Community College

"A Management Information System for the Community College"

Howard Sims
Niles Township Department of Special Education

My role this afternoon is as an ecclectic mouthmatician. The eccletic reflects the compilation of thoughts gathered from many projects and writers in the field of information science. The mouthmatician is a recent definition of a conference speaker. The presentation will hopefully venture into the gap between the technician and the educational administrator.

There are many quasi-experts in the growing field of information science. The situation is analogous to the expansion period of Illinois community colleges. However, time is the great alleviator of this type problem. The junior college system is advancing into a state of maturity. State-of-the-art conferences are now frequent on the subject of management information systems. Management information systems are being developed simultaneously by various higher education agencies and individual institutions across the nation. But the wheel, once invented, need not be invented again except by those who remain ignorant of its existence elsewhere. Hence, I have justified my eccletic role. The "mouthmatician" aspect may remain lacking. The "re-invention" thought may apply within the internal operations of a single community college or among the institutions of a State junior college system.

Interaction and communication are the catalysts of progress. Perhaps this conference session can enhance these elements of progress.

A fundamental opportunity for education today is to develop means by which we can take advantage of our advancing technology to satisfy the broad and fluctuating educational demands of the community at large. These means will require greater awareness on the part of the educator and perhaps more emphasis on educator-designed software. I emphasize the "educator-designed" adjectives preceding the term "software." Presently and certainly in the past, too many "programs" have and are coming from external agencies. We appear to be in a period of adapting rather than internal development.

The current emphasis on management information systems derives from needs, recent changes, and potential innovations in education. Large enrollments, building projects, long-range or master planning, and staff participation in decision-making require adequate, accurate and "at-once" information. The major development of electronic data processing has been based on the fact that immense volumes of information could no longer be processed within reasonable time periods by manual procedures. MIS development is also occurring in a period when extremely adequate processing and methods are readily available. The engineers, technicians, and machines have developed many milestones ahead of the typical education in the MIS arena. Technology now exists at a level beyond the average ability for utilization. Presently, data can be processed in amounts and within time spans beyond our capacity for effective use. New information techniques are required. New concepts are resulting.

Seminar sessions, such as this afternoon, involving theoreticians, administrators and computer camp followers serve to illuminate the insufficient quantity and quality of communications between developers and consumers. As in any new field of study, there are many new terms and attempts at new taxonomies. TOTAL Information, Management-by-Exception, MIS, PPBS, CAMPUS, and a few dozen other acronyms are common to the systems language. A "jargon barrier" is a major cause of the gap between the developer and the user; or as previously stated--the technician and the educational administrator. A constant use of such terms as Markov chains, multiple regression equations, file-intersection, data-interface, exogenous vectors, and input-output matrices can lose or alienate the administrative audience. In deference to the "systems" people we must also recognize that administrators practice their own unique "jargonese." Much effort must be applied in a mutual attempt to communicate the essential concepts of MIS. If time allows, we will attempt to explore some of these concepts.

Processing institutional information may have been a secondary reason for the almost universal installation of data processing in Illinois community colleges. However, time will prove this a sound rationale for the decision.

It may be helpful, at this time, to reflect on the basic concepts involved in a management information system. The following three figures represent one desing approach as to how the information base of a college can be collapsed into an information system. The reports indicate the type of interdependent reports that can be generated with basic data and defined parameters. Figure 3* pictures the variety of information utilized in the routine operations of a college. Specialists are responsible for separate areas and develop their individual methods of processing data. However, the college president must be capable not only of awareness of the many and varying approaches to filing, summarizing, coding, and classifying; but must also develop an insight into the effects of change in one activity area on any, or all other activity areas. For example, a sudden surge in enrollment in any subject or program will either directly or indirectly affect most other areas of the college. He gains this insight through experience and a few incorrect decisions. An administrator must be correct at least 51% of the time or he may join the ranks of the unemployed.

Figure 4* indicates commonly identified activity areas or sub-systems of a college. It also depicts a more orderly approach to information handling. Once reduced to the smallest definable unit, the data from respective activity areas compiles the data base of the college. Once reduced to the atomistic state, the data can be retrieved in combination with other atoms. In this manner almost an infinite number of molecules (reports) can be created. The transformation program becomes the catalyst for routine reporting, institutional analysis, a variety of research, and an accurate operational system of information flow.

Figure 5* is a representation of computer-oriented components for the operating MIS. The totality of this design represents great flexibility with potential for all the intended uses mentioned in Figure 4.

A management information system is not something to be imposed upon an institution; rather it is a means of articulating the components of a college, the plans and ideas of the decision-makers, into a cohesive and orderly structure. The installation of management information systems does not dehumanize the administrative process but allows technological and social factors to enter into any administrative decision. The system provides means for estimating the relations between the inputs and outputs of the educational process through the utilization of the data on characteristics; the characteristics of the college program and their educational performance and effective and efficient management is possible.

In-Service Training

Training programs bridge the gap between the theoretician and those who employ in practical routines the program being implemented. Even if the system developed by the theoretician is extremely sound, few will make use of it if the training program does not make the implementation process seem convenient, necessary and feasible.

Five major problems in presenting an effective training/orientation program can be identified. These are:

1. Development of technically sound content. Systems analysis is necessary.

2. Development of a meaningful, sequential approach which will really communicate the content to the audience.

* Figure deleted due to marginal reproducibility.

3. Identifying the types of audiences to be served and developing specific means of reaching each particular user group. (e.g., faculty, staff, administrators, technicians, and programmers)

4. Identifying individuals who have communication skills and enthusiasm required to lead a successful training program.

5. Allocation of sufficient financial and time resources to do the task properly.

Summary and Conclusions

Research indicates four general findings with regard to the design and implementation of information systems. The first finding is that systems work of the specialist and of the operating staff complement each other. The cooperative effort of these two groups leads to a full use of supervisory and specialized abilities in a balanced development of systems projects. The second finding is the importance of the trial installation or trial test in the development of a new system. Feedback from a trial testing leads to effective modifications of the final adopted system. The third finding is the importance of continuity of responsibility covering both the planning and installation stages of the project. This placement of responsibility is essentially an early decision agreed upon by the user and design personnel. The fourth general finding indicates that, within the capabilities of the people on the job and subject to special circumstances, leadership responsibility should rest with operating personnel.

Conclusions of the study. As a result of the original design concept, the analyses of data gathered, consultation with data processing specialists, and interviews with community college administrators the following general conclusions represent the findings of this study.

1. The construction of a management information system for an Illinois Community College is feasible and that the resources required to design, program, and operate such a system would be modest.

2. Much of the data required of a management information system for an Illinois community college was found to be currently available.

3. Better knowledge of cost consequences among alternative actions can be made available for decision making and planning purposes through the use of a management information system.

4. A state-wide management information system should make possible more accurate and substantiated statements of financial requirements to legislative bodies and other sources of funds.

5. The simulation capacity inherent in the design can serve as a laboratory in which the community college administration can test alternative policies before final decisions.

6. The parameters involved in decision making will become explicit within the management information system.

7. The management information system will provide an increase in the quantity and quality of information available to administrative decision-makers without duplicity of effort.

The study resulted in the following specific conclusions and recommendations:

1. In order to fully implement a management information system, the administration and faculty must thoroughly understand the process, resultant advantages, and significance of an information system.

2. Communication, understanding, and cooperation will be improved directly proportionate to the number of personnel involved in the development process. An adequate in-service training program prior to actual application of the system is essential.

3. Continued research and development should be carried on in the nature and content of the data base.

4. Continued research and development is necessary to develop the best input methods to the system.

5. The use of a computer is not an essential of an effective management information system but contributes to the scope and efficiency of such a system.

6. Data processing equipment was found to be presently available within virtually all Illinois community colleges.

7. The development of any information system should ultimately become an integrated system to avoid the traditional separate and duplicate filing concepts.

8. Provision for simulation techniques should be a design inclusion of an information system.

9. Consideration should be given to the development of a state-wide management information system for Illinois community colleges.

10. If adopted, the management information system should be implemented in stages by pre-determined priorities among subsystems.

11. The use of a standard coding system is essential.

12. The management information system concept should be studied with respect to its administrative effectiveness through phased implementation in an operational community college.

13. A task force of community college administrators and data processing personnel should study the concept with regard to its practical application to existing community college programs.

14. That the data processing industry work with community college administrators and the state board that information programs being presently developed would be compatible with a management information system.

15. Additional research be conducted on the output/input relationship of data bases.

16. Additional research should be conducted in the model concept and simulation techniques of the management information system.

17. That the existing accounting practices be studied in detail to accommmdate the desirable utilization of cost-benefit studies.

* * *

IACJC Division Sub-Sectional Meetings

Deans of Instruction

"Administrative Structure of the Instructional Area"

Chairman. . . . . Vincent Cerveny
Vice President for Academic Affairs, Morton College

Presenters:

Vincent Guarna Dean of Instruction Moraine Valley Community College	Donald Swank Dean of Instruction Parkland College

Discussion

Recorder. . . . . Charles G. Jenkins
Dean of Instruction, Highland Community College

"Rationale for Instructional Organization at Moraine Valley Community College"

Vincent Guarna

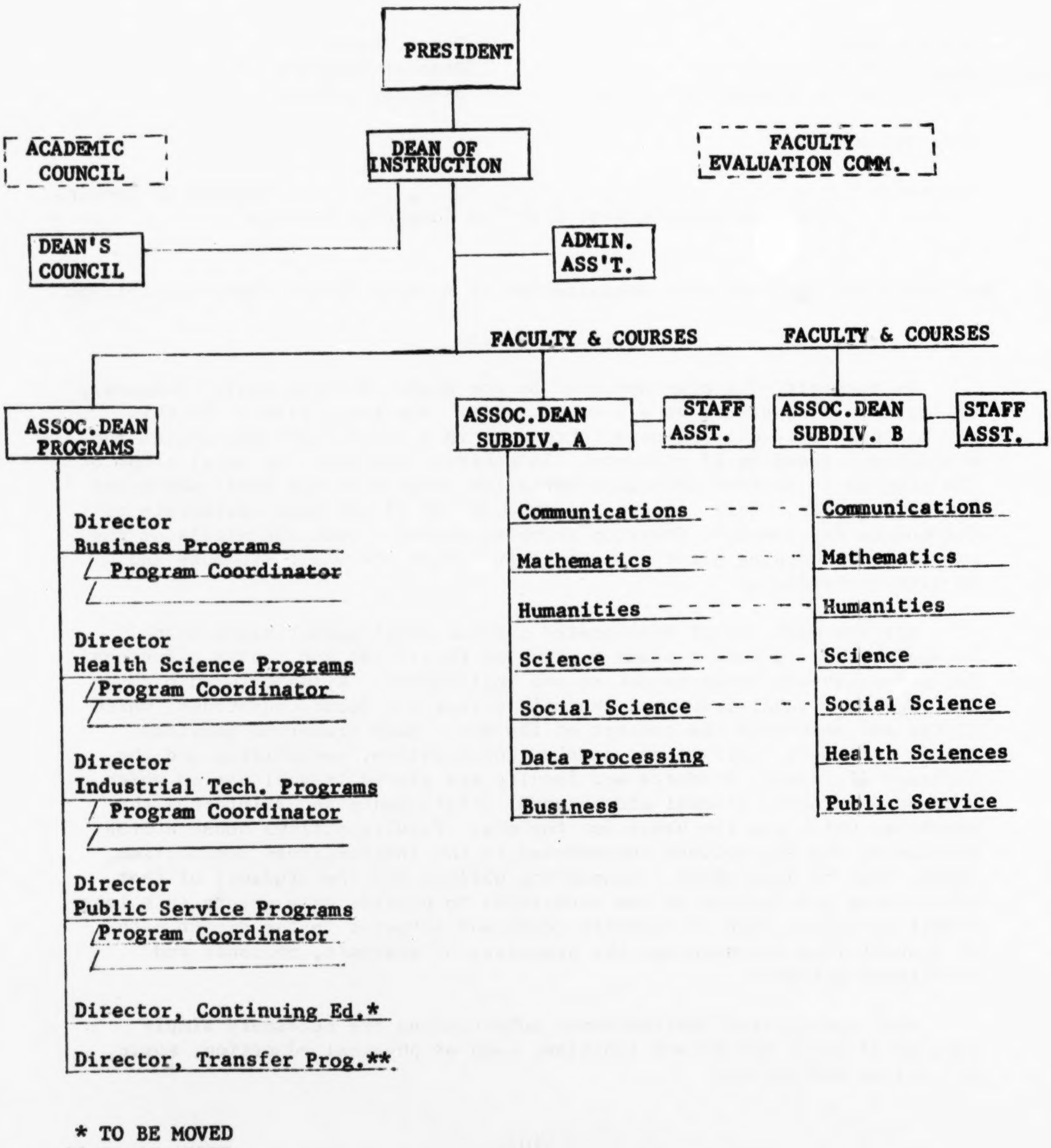
As a result of a plan approved by the Board, Moraine Valley Community College has been viewed as a community mix. The basic premise of this mix has been interdisciplinary in concept in a cross-cultural, social and educational grouping of students. To achieve this mix, the total scope of the program is divided into representative samples of the whole which are housed together. This concept has evolved out of the basic principle of the modern-day complete one-stop shopping center. Down the middle of the educational shopping plaza runs the main street where all students and faculty intermingle.

Off the main street are located instructional subdivisions which, in most cases, include a cross section of facilities and course offerings for major subject areas taught at the institution. Lying between each instructional subdivision and the main street are found crossroads, which foster and emphasize the concept of the mix. Each crossroad provides spaces for study, relaxation, snacks, conversation, socializing and the exchange of ideas. Students and faculty are placed in a situation which encourages a more informal and personal relationship and reinforces the processes which are the basis for the mix. Faculty offices house a cross section of the disciplines represented in the instructional subdivision, rather than by department. Counseling offices for the students of that subdivision are located in the crossroads to provide easy access in a less formal structure than is commonly found and situated in the direct path of student flow to encourage the processes of academic, personal and vocational guidance.

Some specialized instructional subdivisions are necessary simply because of their nature and function, such as physical education, music, art and an auditorium.

Pages 98 to 106 deleted.

The instructional division is organized under the premise that all programs are institutional in nature. To implement this concept, the following organization plan was devised and is presently in use at Moraine Valley.


PRESIDENT
ACADEMIC COUNCIL
DEAN OF INSTRUCTION
FACULTY EVALUATION COMM.
DEAN'S COUNCIL
ADMIN. ASS'T.
FACULTY & COURSES
FACULTY & COURSES
ASSOC.DEAN PROGRAMS
ASSOC.DEAN SUBDIV. A
STAFF ASST.
ASSOC.DEAN SUBDIV. B
STAFF ASST.
Director Business Programs
Program Coordinator
Director Health Science Programs
Program Coordinator
Director Industrial Tech. Programs
Program Coordinator
Director Public Service Programs
Program Coordinator
Director, Continuing Ed.*
Director, Transfer Prog.**
Communications
Mathematics
Humanities
Science
Social Science
Data Processing
Business
Communications
Mathematics
Humanities
Science
Social Science
Health Sciences
Public Service

* TO BE MOVED
** TO BE ADDED

The Associate Dean in charge of programs develops all new programs, evaluates existing programs and recommends subsequently for adoption, deletion or modification. Educational objectives are formulated. After the normal procedure of gaining approval through the Academic Council, the local board and the Illinois Junior College Board, the program plan is turned over to the Associate Dean in charge of courses and faculty. Courses are designed to meet the program objectives and faculty are hired to teach the courses. A balance and check system is in effect between program and course areas.

Program Directors assist in the development and evaluation of programs within major areas; i.e., public service, health sciences, industrial technology and business related. Program Coordinators assist in coordinating activities between college and the agency which has agreed to serve as a training station, on-the-job training, cooperative training, etc.

The primary duties of the Associate Deans in charge of courses involves the implementation and improvement of instruction. Teaching staff members within like disciplines of the various subdivisions meet periodically to discuss and agree upon objectives, syllabi, modes of instruction and text selections. A member of the Dean's Council is assigned to supervise each task area listed below.

Task Areas Supervised by Members of Dean's Council

Subdivision -A	Programs	Subdivision -B
Developing units of instruction for all courses including business and industrial technology courses	Educational Specifications	Developing units of instruction for all courses including health science and public service programs
Textbooks	Developing New Programs	Innovations
Library		A.V.I.
Vertical team progress and design		Vertical team composition research
		Lownik development
In-Service Education	In-Service Education	In-Service Education
Reading/Study Skills Development		Reading/Study Skills Development
Part-Time Faculty	Part-Time Faculty	Part-Time Faculty
Supplies	Supplies	Supplies
Equipment	Equipment	Equipment
Faculty Evaluations	Faculty Evaluations	Faculty Evaluations

Instructional leaders of major discipline areas are elected by faculty subject to approval of the dean of instruction. Instructional leaders are elected for one year. The main duty of the instructional leader is indicated above in task areas. We may have many instructional leaders in a major discipline area, each having assigned to him one of the tasks indicated above. For example, the instructional leader for textbooks in communications will take the initiative to receive recommendations from faculty regarding adoption of textbooks for communications courses.

Discussion

Each subdivision in the Moraine Valley plan will have a certain autonomy, with the hope that each will develop a certain individual style, sense of community, and competitiveness.

Each subdivision will offer a mix of general education programs and be responsible for certain career programs.

The associate deans of the various subdivisions are and will be chosen from different discipline areas. The staff assistant is to be from a different discipline area than the associate dean. Faculty members in an individual subdivision may request a transfer to another subdivision if desired.

Seven subdivisions are ultimately planned for the college which is projected for 15,000 students.

"Instructional Organization at Parkland College"

Philip Walker

A primary concern in developing the organizational structure at Parkland College was the fear that, within a traditional structure, the technical-vocational students and faculty would become second in importance to the transfer student and faculty. To alleviate this concern, responsibility for occupational programs is placed throughout the various divisions of the college, the placement within a certain division dependent upon the nature of the occupational program. This also enables the general education and baccalaureate faculty to have contact with the technical education faculty. See attached organizational chart.

Within the organizational pattern, the assistant deans tend to function more as "staff" positions rather than "line." "Lead instructors" serve as resource persons for junior instructors in various instructional groups, i.e., English, art, etc. The only administrative duties of the lead instructors are to assist divisional chairmen in evaluation of instruction. Faculty evaluation, however, is predominately the responsibility of the divisional chairmen.

Certain problems within this pattern have developed. The relationship of the assistant deans to the faculty and administration is rather ambiguous. In addition, the dean of instruction has such a wide span of control that communication problems result.

Because divisions vary in size, the duties and responsibilities of divisional chairmen vary from division to division. The chairmen may teach up to eight semester hours per semester, though an effort is made to keep the load at a minimum.

Discussion

Lead instructors are given increments above their regular salaries.

The evaluation of the divisional chairmen's instructional techniques is the responsibility of the Dean of Instruction.

There are two major administrative groups which meet regularly. The President's Cabinet consists of the major line offices - the Deans of Instruction and Students, the Business Manager, and the Directors of Development and the Computer Center. The President's Council consists of the above plus the divisional chairmen, the assistant deans and directors, and the chairmen of the faculty council.

"Instructional Organization of Morton College"

Arthur Classen

The organizational pattern at Morton College reflects the pattern established when the college was part of a common school district. Because the evening division and summer session offers college credit programs, there is some overlap of responsibilities between the Dean of Instruction and the Dean of Continuing Education, Evening Division, and Summer Session. In the coming year the position of Vice President for Instruction has been established which should solve some of these problems. See attached chart.*

* * *

*Chart deleted due to marginal reproducibility.

Dean of Occupational Education

Chairman. . . . . Clyde I. Washburn
Dean of Occupations, Belleville Area College

Address . . . . Clifton Matz
Assistant Dean, Career Programs, Parkland College

Panelists:

Walter Bartz State Vocational- Technical Education	Edward J. Kosell Associate Dean for Occupational Education, Morton College

Nello Petersanti
Dean of Occupational Education
Prairie State College

Discussion

Recorder. . . . . .Donald Green
Dean, Occupational Education, Elgin Community College

The session was opened at 2 p.m. by the chairman, Clyde Washburn. Clifton Matz, the discussion leader, in his opening remarks, posed the following questions:

1. How can the curriculum be designed so that each term or semester qualifies the student for an entrance position?

2. What rationale is used to determine the time at which the general education courses are offered within the curriculum?

3. Are individual differences provided for?

4. Are the occupational programs designed for the school, the individual, or industry?

In addition, he commented on non-scheduled open laboratories to provide for the extended day utilization of facilities and equipment, flexible scheduling, open ended classes and programs, and continuous registration.

"Curriculum Development"

To best zero in on the subject, I am going to conduct myself as a discussion leader rather than a speaker.

The panel members are capable individuals with the experience to give real insights to techniques and methods of curriculum development. Because they are competent, I am posing some questions--which will either flavor their presentations or induce you to evaluate and question their presentations.

Pages 112 and 113 deleted.

Curriculums or programs. Is the curriculum developed to serve the institute, the employer, or the student? Does the curriculum provide for the individual differences and hang-ups of the student? Does it provide a means of adjustment? Is the curriculum designed so that each term serves to qualify the student for entrance positions?

Traditional. The curriculum, especially Associate Degree programs, are designed so that the first term is 2/3 to 3/4 general and supportive education and only 1/4 to 1/3 specialty. By the last term or semester, the curriculum content includes 2/3 to 3/4 specialty and 1/4 to 1/3 general education. Is this right--when only about 2 out of 3 starting freshmen are lost, for whatever reason, by the start of the sophomore year? Should not the curriculum be designed with the greater emphasis on specialty and supportive during the initial terms or semesters, and the greater emphasis on general education during the last term or semester?

Those students that withdraw would then be able to apply the skills gained in obtaining employment--then, too, those completing the Associate Degree are those that will have the greater use of the general education as a part of the job. Would not this give those students with questionable performance records the opportunity to identify himself as a capable learner?

Should the curriculum be developed on a time factor concept - or on a proficiency concept, etc.

* * *

The first panelist, Mr. Edward J. Kosell, spoke to the question: "Can an Institution Determine which Curriculum to Offer?" Mr. Kosell emphatically pointed out that a fourth R in education, relevancy, is needed. Education must be relevant to the students and we must adjust to the student's needs.

"Can an Institution Determine Which Curriculum to Offer?"

Lincoln is reputed to have said, and I quote: "A speech is like a wheel, the longer the spoke the greater the tire." Most of us have been here at Peoria for quite some time now and have heard many speeches and many speakers, and at least some of us are rather tired. I shall, therefore, try to be mercifully brief and yet speak to the topic; this incidentally, is "Can an Institution Determine Which Curriculum to Offer?"

That occupational education be taught in the Class I Junior Colleges of the State of Illinois was a mandate of the Public Junior College Act of 1965. Article 1, Sec. 1-2 g, of that act directs and specifies that courses be offered in occupational, semi-technical, or technical fields leading directly to employment. It further specifies that at least 15%

of all courses taught must be in fields leading directly to employment, one-half of which courses are to be in fields other than business education.

A study of curricular listings by the 37 odd junior colleges of the state indicates definite progress toward this goal with a good number of colleges having attained or surpassed it already.

Undoubtedly a primary requisite for a realistic and viable occupational education program at any junior college is a genuine commitment to the principle of occupational education on the part of its community, its board of trustees and its president. Most indispensable is the presence of an effective and energetic dean of occupational education whose responsibility encompasses all phases of the program - from inception to execution to continuation.

Certainly the first factor in determining the need for a program is the presence of a potential student population which could be interested in the proposed program. No program regardless of its merits will succeed or should be offered unless it can meet the interests and real needs of a sufficient number of students.

As a starting point in developing a curriculum for these students, it is essential that at least some general information be available on these academic achievements, their potential, and their interests and motivations. Obtaining this kind of information by a school like Morton College with essentially two feeder high schools and a fairly homogenous community is a relatively simple matter as compared with the formidable task it becomes for such large institutions as Triton College serving a number of definitely discrete communities and some 27 contributing high schools.

Having determined the existence of an interested, qualified and motivated student body, a very important consideration is the presence or availability of instructional personnel. A good instructor is far better than any teaching machine yet constructed. Unless good instruction can be provided a program is almost certain to fail.

Facilities and equipment are important considerations. Without a doubt, technical curricula are much more costly to finance than any other college curricula. This problem is particularly critical in the electronic areas because sophisticated instrumentation rapidly becomes obsolete.

All too often there are hidden institutional constraints working against the development of new occupational programs. Especially in the older colleges which originally offered almost exclusively college transfer programs there is to be found a hard core of people in key administrative positions, on the faculty, on curriculum committees, etc., who have not grown with the times and think every student should take what they call real college courses - rhetoric, the traditional college physics, mathematics, sociology, etc. - like it or not - even though these courses are not relevant to their occupational goals or interests, though their interests may lie in a strictly occupational curriculum planned to make them employable after a year or two of college education.

A great deal of internal opposition may be present also because other faculty members consider any new program as a possible threat to on-going programs and conditions. The threat may appear as a possible reduction in enrollment, in funding, or in prestige of existing operations. Often such threats can be dispelled be providing adequate information to all concerned. Similarly, all objections from the community, the state and the general public must be considered.

State laws or regulations may limit the types of programs that an institution may offer. Colleges intending to offer a program in an area such as cosmetology are faced by just such a restriction.

If accreditation is to be sought for a curriculum, it is well to expend some effort in researching the actual requirements for accreditation.

Finally, constraints imposed by potential employers of the graduates are essential in developing realistic objectives for the curriculum. No new technical curriculum should be proposed without a broad survey of industrial needs in the general area of the proposed curriculum.

Such a survey should develop a firm estimate of the number of technicians needed in particular technical areas, the specific knowledge and skills required, the kind of work such graduates will do, and a measure of the career opportunities available in the specialty area.

Admittedly, occupational curricula are expensive. No institution can afford the luxury of a mistake in the selection of a curriculum. Many factors must be considered and many constraints must be resolved before a "go" decision is made on an occupational curriculum.

* * *

The second panelist was Mr. N. A. Petersanti. He spoke on the "Organization and Role of the Advisory Committee." In his speech, he covered:

1. What is an Advisory Committee
2. Types of Advisory Committees
3. Qualifications of Committee Members
4. Size and Organization of the Committee
5. Functions of Local Advisory Committees

He stressed "No career program should be developed in your institution unless the local advisory committee has had an active part in its development."

"Organization and Role of the Advisory Committee"

I would like to pose the question--

What is an advisory committee?--Each person in the room may have his own definition of an advisory committee. I would define an advisory committee as a group of persons, usually outside the education profession, chosen from the community, state, or nation to advise educators regarding an educational program. The advisory committee is a formally organized committee appointed by a proper authority or authorities for a definite term. The purpose of the committee is to advise those responsible for planning, implementing and maintaining vocational and technical education programs.

Types of Advisory Committees

There are generally two types of advisory committees most commonly functioning at the local level. One is concerned with the total vocational and technical program; the other deals with one specific program, a trade field or a family of occupations. The first type is often referred to as a general advisory committee which gives assistance in planning, implementing and maintaining the total program; the latter is called by the specific craft which it is organized to advise. Whether or not both types of committees are needed depends upon the size and status of the vocational-technical programs.

In junior colleges where several programs are planned and/or in operation, a general committee and individual occupational committees might be advantageous.

Qualifications of Committee Members

Individuals who are selected to serve on an advisory committee should be chosen because of their proven success in their occupational field. Some individual qualifications that committee members should have are:

1. Show interest in the problems of the educational system.
2. Represent the general opinion of the professions, business, management, industry, public services, and the public.
3. Have the necessary time to devote to committee work.
4. Will not exploit the committee for personal benefit.

Size and Organization of the Committee

The size of the advisory committee may vary with the size of the educational system and the function of the committee. Usually, a group of approximately 12 persons, including the ex-officio members, proves manageable from the standpoint of planning for meetings and adequacy of representation. From my experience, a committee should have between 9 and 12 members.

The committee should have rules for their operation. These rules should be few and simple. A committee should develop its own rules of operation, such as:

1. Time and length of meetings.

2. Method of notifying members of meetings.

3. Method of calling special meetings.

4. Methods of developing agenda for meetings.

The committee members should elect officers at an organization meeting. The officers of the committee should include a chairman, a vice-chairman, and a secretary.

The term of membership of advisory committee members should be limited to three years or less. Those persons appointed to the original committee may draw lots to determine the term of each. By staggering the replacements, the committee will always have experienced members.

Members who fail to attend meetings without sufficient reason should be replaced. Their replacement should be selected in the same manner as a regular member.

Functions of Local Advisory Committees

As was mentioned earlier, the primary function of local advisory committees is to advise and counsel the educational system's administration and instructional staff in planning, implementing and maintaining vocational and technical education programs. Some specific functions of the local advisory committees might be to:

1. Provide important communications between the education system and the community.

2. Review the objectives and goals of the local vocational and technical education program.

3. Make recommendations to administrators regarding standards for instructional facilities.

4. Assist in the preparation of a local philosophy of vocational and technical education.

5. Aid in the continuous review of the content and organization of the instructional program in keeping with the occupational needs of the community.

6. Advise the administration relative to setting up qualifications for instructors.

7. Suggest criteria for the selection of students in the program.

8. Assist in locating training stations for cooperative students.

9. Assist in the planning of a student placement program.

10. Assist with a continuous appraisal of occupational opportunities in the community served.

11. Assist in a long-term program planning.

12. Assist and advise the administration as to equipment selection and purchase.

13. Assist the administration and staff in curriculum development.

Many more specific functions of local advisory committees could be identified, but the number of functions will depend on the type of instructional programs to be developed and the personnel that makes up the local advisory committee.

At this time I would like to say a few words about the last function mentioned. (Assist the administration and staff in curriculum development.)

Although the local program director or dean of occupational programs is directly responsible for the establishment and development of curriculums, the advisory committee should be primarily responsible for the identification of content and the development of the topical outlines and course descriptions.

Local advisory committees should represent all levels of the specific training areas. The committee should be represented by middle management groups and supervisory personnel working with technicians on the job. These groups are in the best position to work on curriculum development as they are familiar with the skills, knowledge, and attitudes essential for employment in a particular occupation.

Instruments such as manpower studies, occupational studies, economic surveys, personal interest surveys, local need surveys, established technical curriculums similar in nature to that needed, and school districts' curriculum materials should be made available to the members of the advisory committee to aid them in developing the curriculum.

Administrative and staff members of the advisory committee should not be actively involved in curriculum construction but should accept the role as resource personnel to the expertise on the committee developing the curriculum. The final curriculum developed should have the approval of all the members of the local advisory committee.

Effective curriculums will never be established unless long range objectives are recognized, available working data is accumulated to justify these goals, and an organized methodical plan developed for implementation.

In closing, I would like to stress that no career program should be developed in your institution unless a local advisory has had an active part in its development.

* * *

The third panelist was Walter Bartz from the State Board of Vocational Education, Division of Technical Education. He spoke to the topic of "New Directions in Vocational-Technical Education." In the State of Illinois, vocational-technical education is going in a new direction. It is now "student centered" which was not true in the past. Mr. Bartz pointed out that the local directors of vocational-technical education at the junior college level must assume the leadership role in curriculum development involving all levels of educational institutions within the college district. He suggested that a place to start would be the formation of a steering committee comprised of representatives of elementary, junior high, senior high, junior college, university institutions, and consultants from the State Board of Vocational Education. He recommended that vocational-technical administrators should sit in on all steering committee meetings and stress articulation between all levels of education institutions and the state boards.

In addition to a steering committee as described, local administrators should involve individuals knowledgeable about the community in the development of programs. Then, consulting with experts in a particular field, and using local advisory committees in the development of a particular program, a quality occupational program should result.

* * *

Directors, Learning Resources

Chairman . . . . David L. Johnson
Coordinator of Learning Resources, Parkland College

Address. . . . . J. Philip Dalby
President, Morton Community College

Discussion

Recorder . . . . Duane Paulsen
Director of Instructional Materials, Sauk Valley College

"A President Looks at the Media Center"

I do not know if when a president looks at the Media Center he sees anything different than anyone else does. I do know what I see may be different from that of some of my colleagues. I was committed to the administrator's chair in spite of, not because I had a moderate degree of sophistication in the field of educational media. My presence here today may, therefore, be enigmatic: first, being a president, I am permitted to speak copiously, vaguely and be very non-commital on all subjects; secondly, because as in this case I think that I do know what I'm talking about, I will probably say some things that are quite specific and very "committal."

What is a "Media Center" anyway? Is it an administrative unit created because librarians are unable to visualize anything that couldn't be put on a shelf and given an Elsie number? Is it a storeroom and distribution center for films, motion picture machines and folding screens? Is it a production laboratory for tapes, pictures, charts and overhead transparencies? Is it a printing shop and duplicating service? A computer? Some places it is one, or any number of these things; but regardless of how it serves, one thing is true of all, the Media Center staff -- be it one or many -- is the key to the use of media for the improvement of learning in any institution. Whether it is an agency for a collection of "tinker toys" or a vital part of the learning experience will depend upon the quality of the Media Center staff.

I have had the privilege of setting the stage for a new Media Center in a new community college which in six years moved from ordering films and making a few slides to high-speed tape duplication of hundreds of copies yearly, photographing and copying thousands of color slides (every teacher had his own sets), production of sound motion pictures, video recording, taping lectures in studios and classrooms and making them available in normal and compressed versions, producing original art work for slides, movies and displays, printing tests and syllabi, maintenance and distribution of equipment--and all this was the result of a media man stimulating interest on the part of the faculty for more and more service as they grew to understand the role and function of media in the learning process.

I would like to avoid, but can't, pat references to service functions, change, improvement of instruction through technology, individualization of instruction, information storage and retrieval systems, and so forth. The truth of the matter is that when anyone works with existing technology, which is both the cause and effect of a growing wonder about the learning process, we begin to question the role and inter-relationships of teachers and students (and even administrators), yes, and whether or not the educational system as we know it might even be obsolete!

We really didn't know what a bust we had until television came along. It wasn't sputnik--it was television and the whole McCluhan gang that first put us on the spot. Later, the brilliant and efficient products of modern technology encountered in the world beyond our ivy-colored walls have given credibility to plastic reality, with its authority derived from an awesome capability to gather, organize, display and manipulate instantly fantastic amounts of information. Today's classroom and ordinary educational experiences pale by comparison.

Educators weren't unaware of all this. We developed a guilty conscience. As a result, the hardware boys moved in and sold us everything from machines that they promised would replace teachers with a crank and a role of 35 mm film to a so-called learning resources center complete with television, rear-projection, computer access and teacher lecterns with enough buttons and dials to flush every toilet on the campus by remote access! We bought poorly designed, jerry-built electronic and photographic equipment by the car-load, set up media centers for distribution, and said to the teachers, "here it is, use it." No one bothered to ask, "Why?" Or, "What needs to be done that the maching will do better?" One reason is, of course, that few of us really knew--and maybe still don't (my apologies to some of the science and most technology teachers who seem to know more about the expected results of their instruction than most.)

Education's misuse of technology is for the most part pathetic, and a little humorous. Some over-zealous media specialists have turned a few poor teachers into technicians operating expensive, complicated television cameras attached to microscopes, focusing on slides containing elusive amoebae to transmit pictures hardly 21 inches wide on TV monitors to large classes of students--something that could have been done better and easier by projecting a motion or slide picture onto a large screen. Directors of Media Centers planning vast expenditures for dial systems to access computers and tape decks from "any point on the campus" is not only pathetic and humorous, it is terrifying, especially when the soft-ware is missing or inexpertly prepared (I've seen a quarter-million dollar video access system that all you could "access" was the local commercial TV station!) No one yet has given a plausible reason why a lesson in qualitative analysis needs to be available wherever and whenever a student suddenly gets the urge to do "Lesson 43." It would be just as easy, and a lot cheaper, to have the lesson copied on a cassette tape or an 8 mm sound-film cartridge and put it in the library together with a few books on the subject.

The capability of our technology is endless. I do not see hardware as our problem now. Electronic Video Recording (EVR), a system combining both photographic and electronic reproduction of high quality images and sound is here. Color television is everywhere. Reproduction of sound and image is miniaturized and transistorized. Devices exist to compress and expand speech into varying time units. The proliferation of equipment calls for prudent expectation based not upon availability and capability, but our undeveloped talents to set goals and specify the most efficient, economical way to reach them. The time is passed for Media Centers to buy or push equipment because it's new or there, but because of what it might suggest to improve the configuration of our learning system. I would advise institutions, at the expense of disappointing them, to emphasize the need for what we call "soft-ware" based upon some realistic, specific and well-defined course objectives before calling in the electricians.

As a president, I try to take my own advice, but as we all know, soft-ware must be the product of the teaching staff and until they re-orient their thinking and see themselves as managers of the learning process and thus be willing to have their ability and compensation measured by how successful they are at doing this, we aren't going to get much other than last year's warmed-over lessons to store in our "centers."

The re-orienting process for teachers can be hastened by the energetic, alert, well-informed, imaginative, prudent, slow-to-anger, resourceful, handy, scholarly, malcontent on the campus in charge of the Media Center. With our present unfortunate self-perpetuating educational concept, at this point in time this person is going to find his most rewarding experience in "re-treading" a few maverick instructors who care about how they are doing. Working cooperatively, the media specialist and this teacher can sometimes start a small plague that could spread to other members of the faculty, that is, if it isn't quickly brought under control by the establishment.

It's slow and expensive, but as I have said, the greatest contribution the Media Center staff can make is to work with individual teachers, and have the expertise to meet their needs and stimulate their curiosity. This works better than trying to upset an entire teaching staff by forcing changes for which they are not ready.

May I suggest a word of advice and caution. Many teachers are intrigued by the gadgets that make possible media production, we all are; but if it is permitted to get started, you will find tape recorders, cameras, projectors and all the rest appearing on departmental requisitions and there will be peanut media centers all over the campus. Now, I do not say that for experimental purposes the Media Center doesn't own and checkout simple movie cameras, tape recorders and the like, but the production of materials for use in actual instruction should be done by the experienced photographers, artists and engineers in the Center, working with the instructors as advisors. Teachers should be the managers of the learning process, not technicians.

People are the medium through which all learning systems must pass. Technology is only part of the system. The materials and programs are only part of the system. In the final analysis people, faculties and administration, must re-shape the system we call education. As a college president, as one with a life-long involvement in and with education, as a concerned citizen, and as a visionary, may I ask a serious question? Just how long can we continue to support, at greater and greater expense, an educational system whose priesthood disavows responsibility when students fail to learn, a system whose vitals are clogged with so much sludge that it can't guarantee that its clients, the students, can speak, read and write their native language with any degree of proficiency even after twelve years of treatment (a medical doctor with such a record would soon be in serious trouble, but professional educators, once encapsulated by tenure, enjoy almost complete and enduring immunity--except perhaps from disturbing the peace and pontifical administrators).

Don't be surprised that if we fail to bring "salvation unto our own house" some sharp, well-healed corporation is going to come in and do it for us on a massive scale, not just by putting out a program or a course here and there. And the public will buy it because they will find it effective. The profit will come from the fact that it works, and it is conceivable that American public education and traditional not-for-profit private education will find themselves without the support of the public treasury or donors. Like the wheelwright and railsplitter, we too will become obsolete by failing to adjust to requirements of the times.

I see the Media Center playing a major part in setting new directions. I believe the Media Center to be only a beginning, an appetizer to prepare us for the main course. Colleges are not going to spring up around media or learning resources centers--they are going to be organized eventually around learning systems! Until then, the Media Center and its staff, supported by enlightened presidents, will be both leaven and catalyst for the change that must come.

Discussion after the presentation focused on:

(1) Defining instructional objectives, validity, etc.

(2) What is the proper role of the media person--to support instruction, create the visuals, serve as the consultant and expert in planning.

(3) Equipment should be maintained by the media center, resulting in more efficient use, maintenance, etc, as opposed to departmental equipment ownership.

(4) The media person should know the potentials and limitations of the various equipment and media before working with faculty and projects.

(5) Innovation comes best through the soft sell, by exposing faculty to what media can do for them. Once satisfied with using media, they will usually incorporate it into their teaching.

(6) What constitutes a good, usable library? It was determined that quantitative standards is not the total answer. The final determinant is the up-to-dateness of the material and how it supports the needs of the college.

(7) A discussion of the use of the library finds a basic problem in student resistance in many instances because they are poor readers or use of the library has been crammed down their throats.

(8) We should look to industry's use of media to give us insights into what media to use, how to use it effectively, and its total effect.

Mrs. Margaret Wainer, Librarian, Sandburg College, was elected chairman of the Learning Resources Group for the 1970-71 year.

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Banquet and General Session

Presiding . . . . Frank F. Fowle
Chairman, Illinois Junior College Board

Entertainment . . . . Black Hawk College
Roger A. Perley, Director

"We Pass in Review" . . . . .Gerald W. Smith
Executive Secretary, Illinois Junior College Board

"We Pass in Review"

Gerald W. Smith

Thank you, Mr. Fowle. Your introduction is most flattering and although probably exaggerated, I enjoyed every word of it.

Before I get into my presentation I must express appreciation to several people who thoroughly deserve it. To Jim Broman, Joe Anderson, and Mrs. Douglas for the excellent work they have done on their staff and the many details involved to get ready for a conference such as this. Everybody on our staff has worked diligently but some of the people who had extra chores in connection with this are: Bob Darnes, who takes the difficult task of assembling all the necessary information for the programs and sees to it that it gets edited and printed and delivered on time; Floyd Tompkins and Edith Wilson, who take care of the pre-registration and assignment of tickets; and Gerry Aikman, who helps with the arrangement of the banquet session. All of these people I want to thank. Again, thanks to the two host schools, Black Hawk and Kankakee, who helped with the arrangements; and, as usual, I have turned to Illinois Central for help in the preparations for this conference - I express appreciation to all.

I have been struggling for some time with the introduction to my speech which I have labeled, "We Pass in Review." For the opening, it seems an overview of what has been happening is appropriate. In writing an overview, I plugged in so many statistics they were even tiresome to me, and I was wondering how in the world to present these in some manner that would keep the audience awake until we reached the interesting part of this speech. Last Tuesday at the meeting of the Board of Higher Education a film just produced by the Board of Higher Education staff provided a solution. It has to do with the Master Plan for Higher Education, and our Illinois family of higher education, and while it was developed primarily as a presentation for that Board and the whole family, I believe this twelve-minute slide and narrative an excellent introduction to my remarks.

William Applegate, member of the executive staff of the Board of Higher Education, will operate the slide and tape machines. . . Mr. Applegate. . .

Transcript of Narrative Accompanying the Slides

"In the hearts of men are dreams all too often lost in the crest of our times." The impersonality of the hordes of people - the sheer mass of all structures - in the comprehensibility of budget figures - in the complexibility of systems - in all of these things which seem to diminish the human consideration, we seem to belie the reality that the structures, budgets and systems all exist to serve the dreams of men. Even in its sod-busting beginnings the Illinois dream was that each youngster who would seek it and use it should be able to get a college education. Today's Illinois dreamers are practical men. Sod-busters, hog butchers, steelmakers, merchants - they know dreams are not enough so they act to make them come true. That's why they came up with the Board of Higher Education - did it in fact in 1961.

The situation then cried out for coordination and planning - with eight campuses and 1,009 students and a budget of $100,000,000 - but that was a mere whisper - now there are 13 senior campuses, 45 junior colleges and almost 320,000 students with a budget of more than $600,000,000.

Illinois dreamers set up the Board of Higher Education in 1961 to become a clearinghouse and coordinating center for the various governing bodies which now include the University of Illinois Board of Trustees, Board of Regents, Southern Illinois University Board of Trustees, Board of Governors, and the Junior College Board, and these visionaries charged the Board of Higher Education to come up with a Master Plan.

This resulted in a series of recommendations which became 27 bills passed by the 74th General Assembly in 1965 to strengthen higher education. That was a blue ribbon year for higher education in Illinois, and well it was. The raw figures for then and now can't tell the whole story.

In 1961, 42% of all college-age youth went to college and half of them attended public institutions. Now, 64% of those eligible are going to college and two-thirds are going to public institutions. Where will it stop? That's hard to say. But in ten more years we can expect that 75% of those eligible will be in college, with three-fourths of those going to public institutions. By the year 2000 the figure should show that 80% of those eligible will go to colleges, with three-fourths of those attending public institutions. Thus, the wisdom of having a planning and coordinating body becomes even more obvious.

Master planning has extended the responsibilities and activities of the Board to include making recommendations to the Governor and the General Assembly about such things as new areas of program development, examining and improving activities of instruction, research and public service throughout the state, representing all public institutions through their respective governing bodies. The Board has also become the body to administer many federal programs which extend the reach of higher education in Illinois.

What it all boils down to is this - through the planning of money programs and resources, the Board of Higher Education is acting to assure the people of Illinois that upper-level education is available, in the quantity and quality needed to make sure that those early dreams come true for our children, by making wise use of the tax dollar entrusted to higher education. The comprehensive junior colleges now coming into being in every corner of the state are the direct consequence of Board action. Thirty-seven districts have been approved. They operate 45 separate campuses now conducting classes for nearly 174,000 students. By 1975, 300,000 students will be served.

We must expect these schools to provide not only enrollment flexibility but program adaptability, and this must be extended not only to students of the traditional type but also the economically and socially disadvantaged. It must also reach the many thousands of workers of all ages who need retraining to keep apace of our continuing technological revolution. Only then will the junior college begin to fulfill its role.

Junior college career programs offer job preparation for 752 vocational specialties in a wide range of fields. For example: 57 different programs offer preparation in the field of data processing, 91 point toward secretarial careers, and 103 relate to the health and medical fields. One of the Board's early studies identified the need for the creation of two senior universities - Sangamon State University in Springfield and Governors State University south of Chicago.

These two schools emerge as a fulfillment of the promise of the junior college plan. They exist to compliment the two-year certificate awarded to the students who finish appropriate two-year programs and wish to go on to BA and MA programs. Such planning, both of funds and concepts, demonstrates how this Board has acted for the people of Illinois.

From its beginning in 1961, the Board has placed primary emphasis on planning. The enabling law which created the Board charged it to conduct a complete study of higher education in Illinois and to develop a Master Plan reaching to 1975. This study uncovered many areas of concern. From these, four goals emerged as central to all subsequent master planning. These goals are: to unify statewide network of higher education, to approve the quality of programs, to extend educational opportunity, and to increase economy of state resources. Master Plan Phase I was approved by the 1965 General Assembly. Out of it grew a number of specific thrusts - encouragement of technical and semi-technical programs - stress on the growth of adult and continuing education programs in universities - state help to local groups organizing junior colleges - increased scope and funding of students' financial aid - emphasis on commuter institutions for students living at home.

Master planning is a continuing process. As soon as Phase I was accepted in 1965, plans were begun on Phase II. Phase II recommendations were made at the end of 1966 and approved in 1967. They included new alternatives for financing higher education and a re-interpretation of the governing structure for the public system of higher education, re-emphasis of the Master Plan as it applies to education of the disadvantaged, suggested plans for new institutions, such as senior commuter schools offering junior, senior and first year graduate work, specifically to compliment the work of the rapidly growing junior college system.

While these objectives are still being pursued, work on Phase III has already begun. Board appointed committees are now preparing their reports for Phase III. These committees bring together qualified and interested community members, necessary consultants, educators and members of the Board's professional staff. Master Plan Phase III speaks directly to the question of the scope and mission of higher education in Illinois and its recommendations will focus primarily on graduate and professional education. Also having an impact on Master Plan III will be the findings of the report on education in the health fields, the commission on aid to nonpublic institutions, and Board studies in areas on continuing education and financial accountability. Its considerations will lead directly to an examination of quality. The staff of the Board is encouraging the colleges and universities to turn their attention and resources to relevant instruction, to problems of environment, to problems of pollution both social and technological, to encourage the higher education community to make itself felt in our society both by direct action and in the preparation of future professionals.

In all of its current activities, the Board is exploring the many meanings of relevance and accountability, as they apply to courses, materials, methods of instruction to the preparation of teachers, the selection of new activities and the elimination of old, to budgets, procedures, buildings, locations; in fact, the abiding concern of the Board is with the total thrust of higher education in Illinois and truly, if the total system can be kept cognizant of the society it serves, kept forward looking and innovated, then will the vision be made real - a dream fulfilled.

Thank you, Mr. Applegate.

Now we will proceed with the thesis and theme "We Pass in Review." I would like to pick out four or five topics with regard to the junior colleges. We have just presented the first section, a review of the development of the system of colleges and some of the data regarding it. Let us move next to some specific items.

Now let us focus on campus development, take a look at construction progress and give some attention to the problems that we may be facing. Regarding construction progress, buildings are completed or under construction at 15 campuses as of this date. Construction is scheduled to start within 10 to 90 days on another 10 campuses which will bring construction in progress or completed on 25 sites. These 25 campuses are in 24 districts and the Master Plans have been or are being developed for at least 20 more projects in another 13 districts. The total construction program, however, is at least a year behind schedule. Most building projects now being started were approved in 1968. Occupancy was originally planned for the fall of 1971. These dates are now set ahead to 1972 and beyond. No work has started on buildings to be financed by the 1969 authorization to the General Assembly, yet these authorizations are based on requests for space to serve anticipated enrollments in 1972. The most optimistic estimate sets the earliest bidding dates for these buildings no sooner than October or December of this year. Realistic appraisal points to 1974 occupancy for most of these buildings under the 1969 authorization since bidding cannot possibly begin before fall and will probably actually run well into the winter and spring of 1971. Certainly, at best, a very limited number of these buildings can be used in the 1973-74 school year.

Again, only $96,000,000.00 of the $170,000,000.00 capital funding requested in 1969 was authorized. $74,000,000.00 was deferred for action in the current session of the General Assembly. Now that $74,000,000.00 is being deferred again until 1971. Only the most efficient schedule of planning approvals for construction and almost trouble-free progress will make any of the space to be built available in the fall of 1974, although it was originally intended for 1972. This slow construction pace is further complicated by the effect of escalating costs. It is growing increasingly difficult to stay within approved building budgets when bidding takes place 12 to 18 months behind schedule in an inflationary and escalating construction market. This disappointing and frustrating situation has been caused by a constitutional challenge to the Public Junior College Act, by Governor's freezes on capital projects, by similar freezes from the President of the United States, and by a difficult money market.

Attention should also be focused on the brighter side. Although we are behind schedule with no hope of catching up, there is a brighter side. The colleges have been foresighted, imaginative, creative and practical. The results are amazing. Twenty-seven colleges are operating on their permanent campuses even though we are about two years behind with permanent construction projects. At least four more will be operating on permanent campuses this fall. The development and use of interim buildings for the most part on permanent campus sites is a magnificent tribute to the dedication and resourcefulness of college boards, staffs, student bodies and communities. It is an exciting and stimulating experience to travel the state and see the very effective and interesting uses of land and buildings through the interim process. The results are exciting. Enrollment demands are being met by the colleges through this process. Curriculum development is moving ahead through effective utilization of these facilities. The mission of the comprehensive college is being realized in spite of the difficulties with a construction program. We salute you.

Now again, we have other problems with regard to the facilities. First of all, many people are convinced that junior college construction costs are too high. We have established an image for some reason or another - of grandiose, expensive, elaborate campus plans. At a time when the colleges are appealing for an increase in allowable construction cost, others are saying that the guidelines have been too high from the beginning - are probably still too high and by any reasoning should not be increased. In his budget message on schools, the Governor asserted that school construction costs too much. The Director of the Bureau of the Budget and others of his staff point specifically to junior colleges and say that construction costs are excessive. The Bureau of the Budget appears to be making plans to state its case to the Board of Higher Education, the Illinois Junior College Board and the colleges. We are called upon to give an immediate accounting of what we are doing in the way of construction projects, and why. I am convinced that we must be prepared to furnish detailed, objective, convincing, supporting data for our 1971 building requests to be presented in the coming fall and winter. The 1971 Governor's budget for capital funds is not likely to include funding based on our current practices and guidelines unless we convince him and his staff that they are justified.

In the words of John Foster Dulles, we must make an "agonizing reappraisal" as we seek funding for junior college construction in 1971, and beyond. These observations echo the words of Lyman Glenny spoken to us at Rockford two years ago prophesying that higher education would be faced with an ever increasing problem of winning support for financing in the four to five years ahead. This is my analysis of certain problems that we are facing. If the junior colleges want maximum autonomy and flexibility for campus development, perhaps consideration should be given to dollar grants rather than the present 75-25 percentage-sharing principle. In the face of the pressures that are going to be upon us, perhaps it might be wise to be looking at dollar amounts per student as the basis of appropriations for buildings by the General Assembly. I have a feeling we are going to be subject to an increasing trend toward central control with regard to construction programs and by some looking at us with rather jaundiced eyes in terms of our present practices.

Now we turn to operational financing of the colleges. As you know, Illinois junior college financing includes local taxes, student tuition, state funds, federal funds, certain other fees, and in some places limited support from foundations. The history of Illinois financing is something like this. The Master Plan published in 1964 recommended that approximately 50% of the operating revenue come from state sources - that approximately 50% of it be produced by local taxes and the junior colleges operate tuition free. In the debate that ensued in the spring of 1965, with regard to the Public Junior College Act of 1965, one of the most difficult issues rose from the "no tuition" recommendation. Strong arguments were submitted both for "no tuition" and "tuition". The modification in the Master Plan finally worked out provided that tuition was to be optional with the districts. However, no clear policy decision has been made regarding what funds tuition is intended to match. Some think tuition is intended to match the local revenue or part of the local 50%; others believe it is intended to match both local and state revenue; and we hear some argue that the modification of the Master Plan in favor of tuition was intended to support a concept of about one-third state money, one-third local tax revenue and one-third tuition. Undoubtedly, others have different concepts of what the tuition was intended to match. This item has really never been clear.

Statewide averages, as shown in the audits of the operating cost for 1968-69 as published in the Illinois Junior College Board Statistical Report, show that the actual funding of junior colleges for 1968, based on the audits of the districts, gave this distribution: Local taxes produced about 54% of the revenue, state apportionment about 26%, federal almost 4%, student tuition and fees about 8%, and the remaining 5% came from various and sundry sources. A review of the budgets under which the junior colleges are operating this year, as filed with the State Board last fall reveal a rather similar picture in terms of anticipated sources of planned money for this year. The 1969-70 budgets show about 48% of the money was coming from local taxes, about 30% from state, about 6½% from federal, 10% from student tuition and 5% from miscellaneous sources.

In my judgment it is vital to the mission of the college that finances be adequate and certain. At the present time it is not adequate and definitely not certain with regard to what year (1971) should be a time of decision and action on a change in the formula. I personally commend and urge consideration of the following with regard to what should be sought at the 1971 session of the General Assembly with regard to funding, and to those of you who are going to be responsible for action, these recommendations are offered for whatever they may be seen to be worth.

First of all I recommend an equalization factor based on the revenue yielded for each 1¢ of local tax rate for full-time students or equivalent. I would like to see every junior college in the State guaranteed an equal level of income for each 1¢ of taxes levied. Secondly, I recommend that the flat grant be used as the major source of State revenue, that the per semester hour credit, as at present, be the base. Flat grant as a basis of major revenue production is urged for these three reasons: It responds to enrollment. The college receives money in direct proportion to enrollment. Furthermore, it is the most certain type of revenue so far as a state source is concerned. The Legislature will appropriate realistically on this formula. A flat grant formula is easily understood and readily calculated. In my judgment we cannot overemphasize the importance of a formula for the financing of a state system of junior colleges with these two characteristics. . . easily understood and one easily calculated.

The record clearly shows that the General Assembly will appropriate amounts required in such a formula. As long as we stay with the present type of formula (now $15.50 per semester hour) you can project the enrollment; we can calculate the amount needed and the General Assembly will appropriate the required funds. In addition, if for any reason the appropriation turns out to be inadequate, the Legislature will make a supplementary appropriation - history shows such action may be anticipated with great certainty. More complex and uncertain types of formulas are not so dependable. For example, take a look at what members of the General Assembly do with appropriations of the state pension systems where the formula is for a certain level - a level is not spelled out in dollars and cents. I think the memory of man does not go back to the time when they ever fully met the requirement of one of those formulas.

Again, in addition to equalization factor and the flat grant, I recommend that we of course continue with the proposal for the local tax and for tuition. An amendment in the law with regard to tuition is suggested to provide for flexibility in the tuition authority of the junior college districts in order that they may have a variable type of tuition charge, for programs, and for categories of students. Programs in our junior colleges are so varied and the categories of students served are so varied it appears wise and sensible to give the junior college boards authority for a variable tuition structure.

We should also encourage the use of federal funds for enriching, strengthening and expanding college programs. State and local funds should be considered basic. Federal funds should not be a substitute for either, at least under practices.

In summary I urge the junior colleges to give careful consideration to a formula that is easily understood, calculated on a definite base, and which provides a major guarantee of appropriations in accordance with the law.

The next item has to do with the roles and responsibilities of the people involved in the management of higher education and the junior college system. As we know, in Illinois this is a rather complex picture. Our system of higher education is like our counting system - it has to be memorized - there is no simple system of names. When one refers to the Board of Higher Education, Board of Regents, Board of Governors, the Trustees of the University of Illinois, the Trustees of Southern Illinois University or the Illinois Junior College Board, no clear structural or organizational pattern necessarily emerges. It is indeed complex and more so when one adds the Board of Vocational Education, Department of Registration and Education and the Superintendent of Public Instruction. This does not complete the role. I believe it was on Monday of this week that Doctor Darnes and I entertained representatives of the Department of Health and Sanitation who are now convinced that they have a significant role. We were surprised to learn that there is also a licensing procedure through that agency and it offers a curriculum with regard to several programs. It is important, of course, that we understand the responsibilities, functions, and inter-relationship of the numerous agencies.

Let us give attention to some trends which, in my judgment, are quite apparent and of which we need to be cognizant. One of the trends that comes through loud and clear at the present time is the increasing management role at the office of the Governor and particularly through the development of the Bureau of the Budget. The Governor has been articulate, clear and candid with regard to his concept of state government and management. He sees the executive branch of government as a management branch for the State, and developments taking place, particularly at the Bureau of the Budget, forecast increasing central management. Turning back to state funds for the colleges, it can be noted that a simple formula for computing and distributing money will tend to alleviate the effects of strong central control by a state bureau. However, there is reason to anticipate that public junior college districts being a part of the family of higher education - drawing increasing amount of dollars from the State - are also going to be increasingly subject to state management for both operational and capital funds.

Another trend is the changing character of the Board of Higher Education. From 1962 to 1965 the Board of Higher Education as a planning, study and coordinating agency, operated with two professional staff members. In the period 1965 to 1969, the Board of Higher Education increased its professional staff from a range of about 6 to 12 people with approximately half of the individuals performing the Board's functions as a state agency for federal funds of various kinds. Since 1969, the Board of Higher Education staff has grown to approximately 30 and more people are to be added yet this year. The changing character of the State Board, I think, is clearly reflected in the increase of personnel. The philosophy of the State Board likewise, it appears to me, is undergoing changes and this Board too, is becoming more and more interested in and concerned with management of the whole state system of higher education. This is a trend that affects all of us. The Illinois Junior College Board in its five years of history has operated under a philosophy that its responsibilities were pretty largely limited to those of a study, planning, coordinating service agency - the basic philosophy has been that the Board is a supporting force for the junior colleges; the staff has remained few in number. Last year when we asked a group of distinguished scholars to review the work of the Illinois Junior College Board and to make recommendations, they commended the Board for its limited staff and recommended that such a plan continue. However, present trends in other agencies create problems that threaten the continuance of a small staff. I do not know - I am not trying to prophesy exactly what will happen. However, I must admit that as I see the growing management role in the Governor's office and the changing character of the Board of Higher Education, I occasionally ask myself a question - if the Illinois Junior College Board continues to operate under its present philosophy and tries to do its work with the present small staff, is it destined to become an unnecessary clerical functionary appendage, tolerated for a time but faced with surgery? Just as a practical matter, now that the Board of Higher Education is growing to 30 and we have 6, we find it quite difficult to respond to all the meetings that are called. My purpose here is not to point with alarm but to try to be realistic in the analysis of these developments.

Our review now focuses on students and programs. After all, the only reason for creating a district - the only reason for buying a piece of land and establishing a campus - the only reason for constructing buildings - the only reason for operating funds - for the Board of Higher Education - Illinois Junior College Board or any other agencies, is to make it possible to serve the several thousands of students enrolled in the colleges. This is really the brightest aspect of the whole picture. It is thrilling to look about the State system and see what is happening. In the area of the liberal arts and sciences, the role and responsibilities of the public junior colleges is increasingly important. Larger percentages of the students who are baccalaureate-oriented - who are looking forward to the baccalaureate and more advanced degrees - have already started using our junior college system as the point of entry for their four-year and subsequent graduate programs. We have noted that 54 or 55% of all freshmen who started this year made their entry through the junior college and among those are an increasing number whose objective is the baccalaureate and advanced degree. We can look at what we are doing in this area with a considerable satisfaction - with a reasonable confidence that we are meeting standards comparable to the senior public institutions in the State. I truly and honestly believe that we are meeting this test, and I have complete confidence that we are going to continue to meet it and to do it well.

Another facet relates to programs for people interested in continuing their liberal education but not necessarily interested in the baccalaureate degree. We are dealing with liberal or general education beyond the high school. Again, as we look at the development of our junior colleges it is heartening to see what is taking place. Our junior college system is increasing its services in these areas - the numbers of people enrolling in these programs is increasing.

Occupational-technical and semi-technical programs are also expanding both in number and variety offered. Enrollments in numbers and percentages are growing. This is an area in which we face a great crucial test and challenge. The junior colleges now are charged with responsibility for the broadest scope of educational programs for the educational, technical manpower training needs of our State. Governor Kerner, as some of you may have heard me say several times before, wrote the Illinois Junior

College Board a letter in 1966, emphasizing his hope that as the state system of colleges was established the junior colleges would accept primary responsibility for the broadest possible manpower training needs of the State. He noted with regret that up until this time we had never had an educational institution or system in the State which accepted such a mission as a primary function. Governor Ogilvie, in almost every speech he has made regarding junior colleges since becoming Governor, has emphasized and re-emphasized his interest in this particular facet of junior college programs. The signs are encouraging even if progress is still modest. We may remind ourselves that we have been in a tooling-up process since 1965 - we have been establishing districts - recruiting and organizing faculties - building interim campuses - enrollments have been growing rapidly - and progress has been made in the establishment and development of occupational-technical programs. The 1969-70 report on growth in this area submitted by Chester Pachucki is quite exciting. He notes that after three or four years of gradual rise the number of occupational-technical graduates increased 100% between 1968 and 1969. A similar increase is almost certain this year. So the signs are extremely encouraging.

In the area of adult and continuing education we are seeing magnificant developments. All junior colleges are developing programs, increasing the scope of their offerings and, in my judgment, making significant improvement in the quality of their programs. We see a healthy and wholesome growth. There are enough different organizations and agencies involved in adult education to create some confusion. The Public Junior College Act requires the junior colleges, in order to meet the definition of comprehensiveness, to offer adult programs. Many high schools offer magnificent programs established prior to our entry on the scene in a major way. Numerous state agencies of one kind or another, because of specific needs, are involved in adult education. Occasionally one wonders as he looks at the complex of adult education agencies, activities and interests - what should be done to simplify the structure. Junior colleges should proceed as they are - developing plans for adult and continuing education. Continued progress will probably contribute to elimination of much of the current duplication. Our institutions will come to be recognized as those with primary responsibilities. A good record will hasten the day.

I've probably already talked too long but it is an exciting and stimulating business - this development of the junior college system and participation in it. The genius of the junior college, of course, is its ability to be flexible, its ability to be imaginative, its ability to be creative. It is a great institution when it serves an almost endless list of programs and activities and when the student body includes the people from every facet of the community at all age levels and with all ranges of ability. This is the genius of the junior college. Those of us who cannot be directly active in the operation of a college salute those of you who do have the opportunity to be out there where the action is.

I would like to close on a personal note. It has been a most exciting business for me for the past five years to participate with you in the development of this state junior college system - to work with the Illinois

Junior College Board - to work with each of the 37 district boards as they have come along from month to month, from year to year - to get acquainted with the executive officers of these boards as they have entered the scene, either from other jobs in Illinois or from other states of the union - to get acquainted with the faculties - to share in the work and planning with the Board of Higher Education as it coordinates all of our activities. It has been a glorious and magnificent experience. I welcome Doctor Wellman to the State of Illinois as my successor and I wish him well - I hope that I will be close enough that he can ask me a question once in a while when he has some problem and a president or other official says to him "but that's what Gerald Smith said." - I hope I'll be close enough to deny it. I am extremely happy to say if things work out well it would appear that in a very few days I will be working very closely to you in an interesting way and will continue to be very much a part of the junior college scene. As I told the Board in my letter last fall when I asked that my retirement be set for this fall, "it has been an exciting experience - I wouldn't have missed it for anything."

* * *

Illinois Association of Community and Junior Colleges

Annual Business Meeting

At 9:30 a.m. on Saturday morning, May 9, 1970, delegates and alternates of member colleges and visitors assembled in the Grand Ballroom of the Hotel Pere Marquette, Peoria, Illinois, for the 1970 Annual Meeting of the Illinois Association of Community and Junior Colleges, held in conjunction with the Fifth Annual Illinois Junior College Conference.

I. OPENING OF THE MEETING

Farrell E. Wilson, President of the Association, called the meeting to order at 10:00 a.m. He explained that there had been difficulties in duplicating some of the materials for the meeting and apologized for the delay in opening the meeting. Delegates were informed that they were to be seated at tables identified by a placard with the name of their college and alternates and visitors were requested to remain out of the delegate area and in the gallery area set up for them.

James D. Broman, Executive Director of the Association, was asked to introduce Donald D. Zeglis, Parliamentarian for the 1970 Annual Meeting. Mr. Broman told the assembly of the very important role Mr. Zeglis played as attorney for Kankakee Community College in successfully testing the constitutionality of the Illinois Public Junior College Act, the legal battle financed by the Association last year and finally resolved by the Illinois Supreme Court. Reference was also made to Mr. Zeglis as a delegate to the Illinois Constitutional Convention and his membership on the Education Committee of the Convention.

President Wilson explained that much time and effort had been put into getting materials out prior to the Annual Meeting and asked delegates to have this material available for reference. He referred also to the printed agenda and the Treasurer's Report distributed just prior to the meeting.

II. CREDENTIALS COMMITTEE REPORT AND ROLL CALL OF COLLEGES

The report of the Credentials Committee was given by Mr. Broman on behalf of Tom Ganz, Student from Kaskaskia College, the Committee Chairman. The procedure for certification of delegates and alternates prior to the Annual Meeting was explained and arrangements for making changes up to the time of the meeting clarified. The records of the Credentials Committee, as of 9 a.m., May 9, 1970, just prior to the Annual Meeting showed the following representation from member colleges (alternates indicated by asterisk):

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
Belleville Area College			
Patricia Schroeder	H. J. Haberaecker	Roger Crane	R. Wattenbarger
R. Hilgard*	Wayne Clark*	Janet Milligan*	J. Gorges*

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
Black Hawk College			
Rey Brune Peter Lardner*	Alban E. Reid R. J. Puffer*	Robert White Byron Beck*	Dave De Boeger J. Briggs*
Black Hawk College East			
None	Max Wingett Jim Pitts*	Bud Aupperle Kenneth Maquire*	Peggy Dustin P. Gustafson*
Central YMCA Community College			
None	Donald A. Canar John W. Bouseman*	Leon Dingle, Jr.	None
Chicago City College			
None	Turner Trimble	None	None
Amundsen-Mayfair College--Chicago City College			
None	None	Georgia Elgar	Frank Okroy
Bogan College--Chicago City College			
None	None	Jeanne P. Marion	None
Fenger College--Chicago City College			
None	None	None	None
Kennedy-King College--Chicago City College			
None	None	None	P. Howard R. Coleman*
Loop College--Chicago City College			
None	David Heller John Bowen*	Sarah Jones Robert Hallgren*	Edward Johnson K. Krystosels*
Malcolm X College--Chicago City College			
None	Frank Banks	Harvey Badesch	None
Southeast College--Chicago City College			
None	None	None	None

<table>
<tr><th>BOARD MEMBER</th><th>ADMINISTRATOR</th><th>FACULTY</th><th>STUDENT</th></tr>
<tr><td colspan="4">T.V. College--Chicago City College</td></tr>
<tr><td>None</td><td>None</td><td>None</td><td>None</td></tr>
<tr><td colspan="4">Wright College--Chicago City College</td></tr>
<tr><td>None</td><td>Ernest V. Clements</td><td>Loretta Carsello</td><td>Don Robak
A. Simko*</td></tr>
<tr><td colspan="4">Danville Junior College</td></tr>
<tr><td>Terrence Vogel
Ben Jewell*</td><td>Burton Brackney
Wilbur Dickson*</td><td>Francis Adams
Craig Chambers*</td><td>Robert Reese
F. Mulholland</td></tr>
<tr><td colspan="4">College of DuPage</td></tr>
<tr><td>Daniel Ray
C. Szuberle*</td><td>John Anthony</td><td>Lon Gault
George Ariffe*</td><td>N. Alumbaugh
R. Whitacre*</td></tr>
<tr><td colspan="4">Elgin Community College</td></tr>
<tr><td>Mrs. Albert Simon</td><td>Dean Chipman</td><td>Arthur Hill
Walter Garrett*</td><td>Robin Sears
Jerry Hite*</td></tr>
<tr><td colspan="4">Felician College</td></tr>
<tr><td>None</td><td>None</td><td>None</td><td>None</td></tr>
<tr><td colspan="4">William Rainey Harper College</td></tr>
<tr><td>Mrs. Fred Nicklas
Larry Moats*</td><td>Clarence Schauer
John Birkholz*</td><td>Gilbert Tierney
Ruth Rupar*</td><td>Rich Ehlers
J. Smith</td></tr>
<tr><td colspan="4">Highland Community College</td></tr>
<tr><td>Lyle Rachuy
R. Rimington*</td><td>Kenneth Borland
Charles Jenkins*</td><td>Donald Hagerty</td><td>Bruce Floyd
Terry Boeke*</td></tr>
<tr><td colspan="4">Illinois Central College</td></tr>
<tr><td>None</td><td>None</td><td>Jeanette Thayer
Donald Aldag*</td><td>Dennis Hunt
B. Blackesley*</td></tr>
<tr><td colspan="4">Illinois Valley Community College</td></tr>
<tr><td>Mrs. Louise Orcutt</td><td>R. Earl Trobaugh
Alfred Wisgoski*</td><td>Joseph Fitton
Myrna Evans*</td><td>C. Willman
W. Grant*</td></tr>
<tr><td colspan="4">Joliet Junior College</td></tr>
<tr><td>Victor Scott
R. Whitaker*</td><td>E. W. Rowley
Joseph Borgen*</td><td>Patrick Asher
T. Slusher*</td><td>Mike Smith
A. Schlieske*</td></tr>
</table>

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
Kankakee Community College			
Ralph Francis	Jack Samlin	Jay Boylan	J. Marcotte
K. Seebach*	David Ferris*	Jerry Waltman*	T. Pucek*
Kaskaskia College			
Dale Wade	Glen Champ	Lewis Dobbs	Kirby Dipert
D. Stedelin	Duane Kessler*	D. K. Klein*	S. Hustedde*
Kendall College			
None	None	Mrs. Elizabeth Canar	None
Kishwaukee College			
Laverne Johnson	Norman Jenkins	Betsy Harfst	Tom McAdam
J. Carroll*	W. E. O'Brian*	Tyrone Turning*	D. Drasler*
College of Lake County			
F. James Lumber	Ernest Dear	John Shelton	J. Peterson
		Frank Harnish*	L. Anderson*
Lake Land College			
Floyd Curl	Robert Webb	Max Jaeger	J. Johnson
Edward Resch*	Tom Deem*	Richard Neyens*	M. Sullivan*
Lincoln Land Community College			
Eldon Greenwood	Robert Poorman	James Peifer	Chris Heid
Kenneth Malmberg*	Henry Brown*	John Kinne*	Ted Henry*
John A. Logan College			
Rannie L. Odum	William Anderson	Jess Moore	Bill Horton
James Walker*	Don Middleton*	Karl Maple*	Dean Westray*
McHenry County College			
Thomas Parsley	F. D. Etheredge	David Hill	R. Haagenson
	F. Robert Mealey*	Elouise Scott*	E. Unzner*
Monticello College			
None	Gail Myers	Jessup Montei	None
	J. D. Schweitzer*		
Moraine Valley Community College			
H. Kenneth Ramsden	Vincent Guarna	Calvin Kuehner	John Dvornik
	Richard DeCosmo*	Howie Scheidt*	J. Stevens*
Morton College			
Charles Janata	F. Naccarato	J. J. Balek	Don Puccini
James Zourek*	Edward Kosell*	S. C. Richards*	T. Barrow*

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
Parkland College			
C. W. Barnes	Clifton Matz	Paul Curtis	D. Farris
John Mathews*	Gary James*	E. Creutzburg*	Don Harms*
Prairie State College			
Lester K. Kloss	Richard Hostrop	William Patton	Dave Manners
Doris Hill*		Patrick Faulkner*	Mike LeVault*
Rend Lake College			
Allen Y. Baker	James Snyder	Thomas Burke	Kathleen Kenny
Curtis Parker*	Howard Rawlinson*	C. Von Schlutter*	Jerry Walker*
Robert Morris College			
None	Jack Watson	Larry Lagow	J. Paccagnini
	Dean Nichols*	James Friemuth*	T. Anstett*
Rock Valley College			
Hugh Hammerslag	John Queenan	R. Applegate	Dave Doerr
Robert Sechler*	Robert Appel*	John Bergstrom*	Pauley Gridley
Carl Sandburg College			
John M. Lewis	Eltis Henson	James Treash	Jana Boyer
David Moffet*	F. W. Kelley*	Thomas Rezner*	J. Hennenfent
Sauk Valley College			
Catherine Perkins	Edward J. Sabol	Noel Adams	K. Wallingford
Warren Walder*	Philip Osborn*	Amy Kellerstrass*	S. Reilins*
Shawnee Community College			
None	None	None	None
Southeastern Illinois College			
None	None	None	Kelly Cox
Spoon River College			
W. I. Taylor	Walter Karrick	Charles Black	S. Trantina
	Donald Mortvedt*	Karen Keener*	D. Nidiffer*
Thornton Community College			
Homer M. Lefler	Lee E. Dulgar	Karl Corley	Samuel DeBose
Henry Koopman*	Wayne Willard*	Sarah Barmore*	D. Blazsak*

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
Triton College			
Wade A. Steel	Robert Dale	Cody Sweet	D. Brzezinski
Robert Walker*	David Raulston*	Eugene Schlabach*	Tim Larkin*
Waubonsee Community College			
Lucile Gustafson	Stanley Groh	Ron Gilkerson	Ron Pierce
Ruby L. Collin*		James Pilcher*	Fred Noonan*

Because of numerous substitutions called to the attention of the Chairman, the Parliamentarian requested that the roll be called by college campus to establish the number of voting delegates at the meeting. Each delegate was asked to rise and be identified as his name was called by Mr. Broman. The roll call indicated 134 delegates present (26 trustees, 37 administrators, 35 faculty, and 36 students) as follows:

COLLEGE CAMPUS	NUMBER OF DELEGATES
Belleville Area College	4
Black Hawk College	4
Black Hawk College East	4
Central YMCA Community College	2 (A & F)
Chicago City Colleges:	
Central Administration	1 (A)
Amundsen-Mayfair College	2 (F & S)
Bogan College	0
Fenger College	0
Kennedy-King College	1 (S)
Loop Junior College	3 (A, F & S)
Malcolm X College	1 (A)
Southeast College	0
T.V. College	0
Wright Junior College	2 (A & S)
Danville Junior College	4
College of DuPage	3 (A, F & S)
Elgin Community College	4
Felician College	0
William Rainey Harper College	3 (T, A & S)
Highland Community College	4
Illinois Central College	4
Illinois Valley Community College	4
Joliet Junior College	4
Kankakee Community College	4
Kaskaskia College	4
Kendall College	1 (F)
Kishwaukee College	4
College of Lake County	3 (A, F & S)
Lake Land College	4
Lincoln Land Community College	4
John A. Logan College	3 (A, F & S)
McHenry County College	4
Monticello College	0

Moraine Valley Community College	4
Morton College	3 (A, F, & S)
Parkland College	3 (T, A, & S)
Prairie State College	1 (T)
Rend Lake College	4
Robert Morris College	2 (F & S)
Rock Valley College	4
Carl Sandburg College	4
Sauk Valley College	4
Shawnee Community College	0
Southeastern Illinois College	4
Spoon River College	4
State Community College of East St. Louis	2 (A & S)
Thronton Community College	3 (A, F & S)
Triton College	4
Waubonsee Community College	3 (A, F & S)
Total	134

After completing the roll call, President Wilson declared a quorum present. He informed the meeting the voting would be by a show of hands whenever a voice vote was not adequate in the judgment of the chair.

IT WAS MOVED, SECONDED AND CARRIED that Roberts Rules of Order be used to conduct the business of the meeting.

III. APPROVAL OF MINUTES OF PREVIOUS ANNUAL MEETING

President Wilson referred to the Minutes of the 1969 Annual Meeting held May 10, 1969, in Peoria which were distributed to each delegate and each member college in the published Proceedings Fourth Annual Illinois Junior College Conference.

IT WAS MOVED, SECONDED AND CARRIED that the minutes of the 1969 Annual Meeting, May 10, 1969, Peoria, Illinois, be approved as distributed.

IV. TREASURER'S REPORT AND APPROVAL OF 1970-71 ANNUAL BUDGET

Frieda P. Simon, Treasurer of the Association, referred to the report covering the period July 1, 1969, through May 7, 1970, distributed to delegates prior to the meeting. This report was supplied for information purposes and for background in the consideration of the 1970-71 Annual Budget. Mrs. Simon summarized operations reported as follows:

Operating income July 1, 1969, to May 7, 1970	$59,841.07	
Disbursement for operations, same period	53,420.81	
Income for operations less disbursements		$ 6,420.26
Cash balances as at July 1, 1969		5,898.34
CASH BALANCES AS AT MAY 7, 1970		$12,318.60

Income and disbursements projections for the entire 1969-70 fiscal year are estimated at $61,700.00 and $65,000.00, respectively. Considering cash balances at the beginning of the year and the anticipated spending in excess of income, cash on hand at June 30, 1970, is expected to approximate $2,000.00.

Mrs. Simon moved to the presentation of the 1970-71 Annual Budget recommended by the Board of Directors for membership approval. She stressed that the proposed budget is based primarily on 1969-70 income and disbursements performance and reflects the dues and assessment schedule now in effect with appropriate adjustments to reflect expected enrollment increases at member college campuses. It was deemed proper to revise some budgeted expenses downward and others upwards, however, total budgeted expenses approximate anticipated total disbursements for the 1969-70 fiscal year. The reduction of $25,000.00 for last year's budget is reflected in two accounts: the elimination of the "wash account" for Conventions and Workshops which has been handled outside the accounts of the Association, and the income account for membership dues regarding the Business and Industry Community College Council which will be set aside for use by this affiliated organization.

IT WAS MOVED, SECONDED AND CARRIED that the following Annual Budget for the fiscal year 1970-71 be adopted by the Association.

EXPENDITURES BUDGET: 1970-71 FISCAL YEAR

Professional, administrative, legal and contractual services ($46,000)	$39,000.00
Conferences, meetings and travel ($8,000)	7,000.00
Conventions and workshops ($15,000)	1,500.00
Board of Directors meetings and expenses ($2,000)	1,000.00
Postage and shipping ($1,200)	1,500.00
Printing and duplication ($4,000)	4,000.00
Telephone and Telegraph ($2,400)	2,400.00
Office supplies and equipment ($1,000)	750.00
Membership dues and subscriptions ($1,000)	1,000.00
Rents and utilities ($2,000)	3,600.00
Division allowances ($2,000)	1,500.00
Research projects and programs ($3,000)	750.00
Contingencies ($2,400)	1,000.00
Total ($90,000)	$65,000.00

INCOME BUDGET: 1970-71 FISCAL YEAR

Basic membership dues at $500 per campus ($25,000)	$23,500.00
F.T.E. student assessment at .50¢ ($32,000)	39,000.00

Receipts conferences and meetings ($18,000)	$ 1,500.00
Other income ($15,000)	1,000.00
TOTAL ($90,000)	$65,000.00

V. ELECTION OF ASSOCIATION OFFICERS

Thomas Batell, Chairman of the Nominating Committee, placed the following nominations before the meeting:

President

Edward J. Sabol, President, Sauk Valley College

Vice President and President-Elect

C. R. Vance, Trustee, Illinois Valley Community College

Treasurer

Leon Dingle, Jr., Faculty, Central YMCA Community College

After inviting other nominations, IT WAS MOVED, SECONDED AND CARRIED that nominations be closed for the office of President. IT WAS MOVED, SECONDED AND CARRIED that nominations be closed for the office of Vice President and President-Elect. IT WAS MOVED, SECONDED AND CARRIED that nominations be closed for the office of Treasurer.

IT WAS MOVED, SECONDED AND CARRIED that the slate of the Nominating Committee be elected. President Wilson declared that Dr. Edward Sabol had been elected President, C. R. Vance had been elected Vice President, and Leon Dingle, Jr. had been elected Treasurer of the Illinois Association of Community and Junior Colleges for the period July 1, 1970, through June 30, 1971.

VI. DIVISION REPORTS

A. Trustees Division - Verle Besant, Division Chairman, reported that several resolutions had been adopted at the meeting of trustees and that most of these were transmitted to the IACJC Board of Directors for action by the Annual Meeting. Officers and Board Representatives for the coming year were announced as follows:

1. Representatives to IACJC Board of Directors

John M. Lewis, Carl Sandburg College
Ralph Francis, Kankakee Community College

2. Division Officers

Chairman - John M. Lewis, Carl Sandburg College
Vice Chairman - Catherine Perkins, Sauk Valley College
Secretary - Ralph Francis, Kankakee Community College

B. Administrators Division - John Bouseman, Division Chairman, reported only on election of new officers and board members, as follows:

1. Representatives to IACJC Board of Directors

James Harvey, William Rainey Harper College
Burton Brackney, Danville Junior College

2. Division Officers

Chairman - James Harvey, Wm. Rainey Harper College
Vice Chairman - Burton Brackney, Danville Junior College
Secretary - Robert Webb, Lake Land College
Treasurer - Duane Kessler, Kaskaskia College

3. Division Board of Directors

George Cox, Triton College
John Bouseman, Central YMCA Community College
Geraldine Williams, Southeast College, Chicago
John Grede, Chicago City Colleges
Donald Swank, Parkland College
Wesley Westerberg, Kendall College

Mr. Bouseman concluded his report by announcing October 22-23, 1970, as the dates of the Fall Meeting for the Administrators Division at Northern Illinois University.

C. Faculty Division - David Arnold, newly elected Chairman of the Division, reported on election of officers and Division representatives to the IACJC Board of Directors, as follows:

1. Representatives to IACJC Board of Directors

David Arnold, Rock Valley College
Roger Crane, Belleville Area College

2. Division Officers

Chairman - David Arnold, Rock Valley College
Vice Chairman - David Erickson, Loop Junior College
Secretary - Jan Milligan, Belleville Area College
Treasurer - William Patton, Prairie State College

Mr. Arnold reported that the Faculty Division passed the following resolution regarding proposed revisions in the Constitution of the Association: "We, as the Faculty Division, reject the proposed Constitution." He informed the meeting that the Faculty Division would sponsor four amendments to the proposed Constitution and they were presented to the IACJC Board of Directors in accordance to the amendment procedure specified by IACJC President, Farrell Wilson.

The Faculty Division recommended that the Annual Meeting of the Association be moved to a date in April so as not to interfere with preparation for the end of the college term.

The Faculty Division passed by a vote of 24 to 19, the following resolution which has the concurrence of the Student Division:

> "WHEREAS, public opinion regarding the current United States involvement in Southeast Asia has become increasingly negative, and
>
> WHEREAS, young Americans and middle aged Americans are becoming more and more frustrated with the efforts of both present and past presidential administrations to end the conflict, and
>
> WHEREAS, the United States Armed Forces are bogged down in a land war that has drained our manpower, resources, and money.
>
> THEREFORE, BE IT RESOLVED that the Faculty Division of the Illinois Association of Community and Junior Colleges, representing some forty-five colleges, urge President Richard Nixon to cease all hostile action and subsequently withdraw all troops from Southeast Asia."

Mr. Arnold informed the meeting that he had dispatched a telegram to President Nixon regarding the text of the resolution. He concluded his report by announcing that the Faculty Division would hold its Fall Meeting at the University of Illinois, Champaign, during November 12 to 14, 1970.

D. Student Division - Malcolm Holman, Division Chairman, reported on elections, as follows:

1. Representatives to IACJC Board of Directors

   Charles Partlow, State Community College of East St. Louis
   Kirby Dipert, Kaskaskia College

2. Division Officers

   Chairman - Charles Partlow, State Community College
   Vice Chairman - Kirby Dipert, Kaskaskia College
   Secretary - Theresa Pucek, Kankakee Community College
   Treasurer - Tom Paloumpis, Illinois Central College

3. Area Representatives and Others on Division Board

   Edward Johnson, Loop Junior College - Chicago Area
   Nanci Alumbaugh, College of DuPage - Suburban Area
   Dennis Hundt, Illinois Central College - North Area
   Rosemary Smith, State Community College - South Area
   Steve Cunico, Illinois Valley Community College - At Large
   Chuck Napier, Lincoln Land Community College - State Editor

Mr. Holman reported that much time and effort had been put into reorganization of the Student Division to provide for better representation and smoother operations. Plans have moved ahead during the year on program and expectations are high that more services for students will be possible if funds become available. He concluded by announcing that many resolutions had been adopted by the Student Division and that two of these resolutions have been approved by the IACJC Board of Directors for action at the Annual Meeting.

VII. RESOLUTIONS

Jessalyn Nicklas, Chairman of the Resolutions and Bylaws Committee, explained procedures for receiving and processing resolutions. Copies of resolutions were given to delegates to facilitate action by delegates. Resolutions presented to the meeting for action were all approved by the Resolutions Committee and the IACJC Board of Directors at a joint meeting May 8, 1970.

EACH OF THE FOLLOWING RESOLUTIONS WAS ACTED UPON SEPARATELY AND ADOPTED BY DELEGATES TO THE 1970 ANNUAL MEETING OF THE ASSOCIATION.

RESOLUTION 5-70-A

Resolutions Committee

WHEREAS, Farrell E. Wilson has served the Illinois Association of Community and Junior Colleges as President during the 1969-70 fiscal year and has devoted much time, provided significant leadership, and given unselfishly of his ability in defining and resolving issues of vital concern to the community and junior college movement in Illinois.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express sincere appreciation to Farrell Wilson and welcome his continued advice and counsel next year as he serves on the Board of Directors as Immediate Past President of the Association.

RESOLUTION 5-70-B

Resolutions Committee

WHEREAS, The Fifth Annual Illinois Junior College Conference has provided opportunity for junior colleges and other education institutions and State agencies to convene for purposes of investigation, evaluation, study and communication concerning issues of vital importance to community and junior college education, and

WHEREAS, the success of the Conference is the result of the imagination and planning of the Illinois Junior College Board and its staff, the Board of Directors of the Illinois Association of Community and Junior Colleges and its staff, and the host colleges, Kankakee Community College and Black Hawk College.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express appreciation to the Illinois Junior College Board and its staff, the Board of Directors of the Association, James Broman and his staff, and to Kankakee Community College and Black Hawk College for their efforts and cooperation in making the Fifth Annual Illinois Junior College Conference a success.

RESOLUTION 5-70-C

Resolutions Committee

WHEREAS, Gerald W. Smith has served for five years as the first Executive Secretary of the Illinois Junior College Board and has provided outstanding leadership in this responsible position, and

WHEREAS, this leadership has assisted local junior college districts in the development of campus programs and facilities and provided purpose and direction in the development of the State system of community colleges, and

WHEREAS, Gerald Smith has chosen to leave the position of Executive Secretary upon attainment of retirement age.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express sincere appreciation to Gerald Smith for his contribution to higher education and wish him many more years of productive service in whatever responsibilities he undertakes.

RESOLUTION 5-70-D Resolutions Committee

WHEREAS, the Continental Illinois National Bank and Trust Company of Chicago has this year supported with monies and personnel the Student Achievement Recognition Program, and

WHEREAS, the Bank has agreed to continue in cooperation with the Illinois Association of Community and Junior Colleges and its Business and Industry Community College Council sponsorship of this Program in the future, and

WHEREAS, the Student Achievement Recognition Program provides monetary awards directly to many worthy students each year and highlights the value of comprehensive community college education to citizens of Illinois.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges recognize the substantial commitment of the Continental Illinois National Bank and Trust Company of Chicago for its support of comprehensive community college education in Illinois and express appreciation especially to William A. Noonan and John H. Horrigan of the Bank who were instrumental in making possible sponsorship of the Program by the Bank.

RESOLUTION 5-70-E Board Division

WHEREAS, the 76th General Assembly of the State of Illinois enacted legislation changing property tax laws which will result in reduced revenues for junior college districts or impose greater burden on real estate taxpayers unless additional legislation is not enacted.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges support the creation by the House of Representatives of the 76th General Assembly of the State of Illinois of a committee of five members of the House of Representatives appointed by the Speaker thereof, no more than three of whom may be of the same political party, for the purpose of studying alternative methods of sharing State-imposed taxes with local taxing bodies designed to compensate for the reduction in property taxes caused by the exemptions created by laws passed by the 76th General Assembly and the potential loss that could result from the voter approval of the forthcoming November referendum to abolish personal property tax on individuals. The Association further supports the proposal that such a study committee be required to report its findings to the House of Representatives before January 6, 1971.

RESOLUTION 5-70-F Board Division

WHEREAS, the Master Plan for Higher Education proposes that junior colleges assume an increasing responsibility for lower division baccalaureate courses and function as feeder colleges for senior institutions in Illinois, and

WHEREAS, it is highly desirable that students have assurance that they will be able to transfer to a senior institution to complete work for a baccalaureate degree, and

WHEREAS, the issue of space at state colleges and universities for qualified junior college transfer students is becoming a major concern of students and junior college administrators.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges urge the Illinois Board of Higher Education and the various governing boards of state colleges and universities to adopt a policy that all students who enter Illinois public higher education as freshmen and maintain a satisfactory level of academic performance should be able to progress to the baccalaureate degree without encountering arbitrary barriers in their progress.

RESOLUTION 5-70-G

Student Division
Board Division

WHEREAS, legislation creating the State Junior College System in 1965 set a rate of State support for operations equal to fifty per cent of the average operating cost of junior colleges in the State, and

WHEREAS, constant attention has been given to maintaining a fifty per cent State share of operating costs of junior colleges in Illinois as reflected by 1969 legislation increasing the rate of State support to $15.50 per student semester hour, and

WHEREAS, numerous junior college districts have been voted into existence in Illinois by citizens with the assurance that State financial support for operations would approximate 50 per cent of the average operating cost of public junior colleges in Illinois.

THEREFORE, be it resolved that State support for operations be maintained at a level not less than fifty per cent of the average operating cost of public junior colleges in the State and that appropriate allowances be made over and above the basic State grant to recognize difference in the relative ability of junior college districts to produce revenue on its assessed valuation.

RESOLUTION 5-70-H

Board Division

WHEREAS, the Public Junior College Act requires junior colleges to offer adult and continuing education programs, and

WHEREAS, the control and administration of adult and continuing education continued to remain with the Office of the Superintendent of Public Instruction, and

WHEREAS, it is generally accepted that community colleges must move more rapidly to assume the major responsibility for adult and continuing education.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges solicit the cooperation and support of the Illinois Board of Higher Education for realistic funding of adult and continuing education at community colleges and that efforts be made to assign the major responsibility for adult and continuing education to the State Junior College System.

RESOLUTION 5-70-I

Board Division

WHEREAS, the Public Junior College Act requires that community colleges offer a substantial number of vocational-technical education programs, and

WHEREAS, the federal government requires both the State and the individual community colleges to plan both current and future vocational-technical offerings in order to become eligible for reimbursement for all or part of the cost of some programs, and

WHEREAS, it is highly desirable that both planning for and administration of vocational-technical programs be the specific responsibility of the Illinois Junior College Board and that State and federal funds be allotted either directly to the State Board or to the State Board through the Illinois Junior College Board.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges go on record in favor of administration and control of vocational education by the Illinois Junior College Board and that funding responsibilities also be the direct responsibility of the Illinois Junior College Board for those programs offered in community colleges.

RESOLUTION 5-70-J

Board Division

WHEREAS, guidelines for construction of community college facilities were adopted three years ago by the Illinois Junior College Board and the Illinois Board of Higher Education, and

WHEREAS, numerous delays have occurred in the release of monies authorized for construction of community colleges, and

WHEREAS, changes have taken place that affect building cost significantly today, three years after the guidelines were adopted, and

WHEREAS, the Illinois Board of Higher Education pledged periodic review of the guidelines when they were adopted three years ago.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges request a re-examination be completed by October 1, 1970.

RESOLUTION 5-70-K

Student Division

WHEREAS, the Illinois Board of Higher Education has formed ad hoc Student Advisory Committee to reflect student opinion and make recommendations on various issues, and

WHEREAS, community college students were selected as members of the Advisory Committee by the Executive Director of the higher board in consultation with the Executive Secretary of the Illinois Junior College Board, and

WHEREAS, the record of the Illinois Association of Community and Junior Colleges in allowing students to select their own representatives has proven successful and preferential.

THEREFORE, be it resolved that the Illinois Board of Higher Education be urged to allow the Executive Board of the Student Division of the Illinois Association of Community and Junior Colleges to designate the community college students for the higher board's Student Advisory Committee.

RESOLUTION 5-70-L Student Division

WHEREAS, the definition and acceptance of courses for credit by four year institutions continues to affect many transferring students causing the loss of both time and money when adversely affected, and

WHEREAS, community college students should have reasonable assurance that comparable course credit will be given at all state higher educational institutions within the State higher education system.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges urge senior institutions to define acceptable college credit as consisting of all courses which are comparable to those offered for credit toward graduation in any college or campus in their respective system and further that all senior colleges and universities should accept all such courses for credit toward graduation with freedom for each to classify the courses as either electives or as meeting specific requirements for graduation.

A student delegate rose to present a resolution relative to the Southeast Asia war. Because the resolution had not been presented to the Resolutions and Bylaws Committee prior to 7:00 p.m., May 8, 1970, for Committee and Board of Directors action, the motion was ruled out-of-order.

VIII. REVISIONS TO CONSTITUTION AND ADOPTION OF BYLAWS

Robert Sechler, Chairman of the Constitution Revision Committee, briefly reviewed the committee's work over the past twelve months. He reminded delegates that every effort had been made to solicit suggestions from member colleges and that every effort had been made also to maximize involvement of students, faculty, administrators, and trustees. He referred to several drafts of proposed constitutions and bylaws which were distributed during the year to member colleges for their faculty, student, and administrative personnel.

Delegates were reminded that copies of both documents were included in material sent out well in advance of the Annual Meeting. It was emphasized also that each of the four divisions was asked to make the Constitution Amendments and the new Bylaws matters of business at meetings held prior to the Annual Meeting and final consideration was requested by divisions at meetings held during the present conference.

Mr. Sechler stated that the IACJC Board of Directors had approved the Proposed Revised Constitution and the new Bylaws for presentation to the 1970 Annual Meeting. Therefore, he MOVED FOR THE ADOPTION OF THE CONSTITUTION, AS REVISED, AND THE NEW BYLAWS, EFFECTIVE JULY 1, 1970. MOTION WAS SECONDED.

Leon Dingle, Jr. of the Faculty Division was recognized to present four changes to the Constitution and Bylaws which had been presented by the Chairman of the Constitution Revision Committee and which each delegate had in his possession. The changes proposed were as follows:

A. Strike all discriminatory references to private two-year colleges in the Proposed Constitution and in the new Bylaws.

B. Delete reference to institutional voting in both documents and substitute voting by delegates in each division category.

C. Change the membership on the Public Affairs Commission provided for in the new bylaws to equal representation of the four divisions of the Association.

D. Eliminate the requirement that resolutions, changes in bylaws, and other revisions must have joint concurrence of all four divisions of the Association.

IT WAS MOVED, SECONDED AND CARRIED that revisions be made in the Proposed Revised Constitution and the new Bylaws so as to eliminate all discriminatory references to private two-year colleges.

IT WAS MOVED, SECONDED AND CARRIED that revisions be made in the Proposed Revised Constitution and the new Bylaws to retain the existing method of voting by campus delegates representing each of the four divisions of the Association.

IT WAS MOVED AND SECONDED that membership on the Public Affairs Commission be equal for each of the four divisions of the Association. MOTION FAILED.

IT WAS MOVED, SECONDED AND CARRIED that the Bylaws being acted upon be revised to eliminate the requirement for joint concurrence of all divisions before resolutions, recommendations, and bylaws changes could come before the Board of Directors for action by the membership.

IT WAS MOVED, SECONDED AND CARRIED that Article VIII of the Constitution provide for changes to the Bylaws upon approval by a majority of official delegates present and voting.

IT WAS MOVED, SECONDED, AND CARRIED that the Proposed Revised Constitution, as amended, and the new Bylaws, as amended, be approved as the Constitution of the Association and the Bylaws of the Association, effective July 1, 1970.

The action of the 1970 Annual Meeting adopts the following Constitution and Bylaws, effective July 1, 1970:

CONSTITUTION
# of the
ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

ARTICLE I - NAME

The name of this organization shall be the ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, hereinafter referred to as the Association.

ARTICLE II - PURPOSES

The purposes of the Association shall be to promote the development of community and junior colleges in the State of Illinois and to foster cooperation and communications between member institutions, between divisions of the Association, and within each division of the Association.

ARTICLE III - MEMBERSHIP

Section 1. Active institutional membership is open to two-year public community colleges and to two-year not-for-profit junior colleges in Illinois.

Section 2. Associate institutional membership is open to all two-year community and junior colleges in the State of Illinois.

Section 3. Affiliate membership is open to other institutions, agencies, firms, and persons subject to the approval of the Board of Directors of the Association.

ARTICLE IV - OFFICERS

Section 1. The elected officers of the Association shall be the President, the Vice President who shall be President-elect, and the Treasurer. Students are not eligible to be elected officers of the Association.

Section 2. Election of officers shall be at the Association annual meeting. Officers shall take office July 1 following the election.

Section 3. If a vacancy occurs, the Board of Directors of the Association shall elect a person representing the same category as the officer replaced. Such trustee, administrator, or faculty person shall complete the term of the officer he replaces. In the case of President-elect, a person selected to fill this vacancy, should one occur, shall not automatically become eligible for the office of President in the following year.

Section 4. The Executive Vice President shall be the chief administrative officer of the Association and shall be employed by the Board of Directors.

Section 5. The President, with the advice and consent of the Board of Directors, shall appoint each year a nominating committee to present a slate of officers to the membership at the Annual Meeting.

Section 6. All officers of the Association must represent active member institutions.

ARTICLE V - BOARD OF DIRECTORS

Section 1. The Board of Directors of the Association shall consist of the three Association officers, the Immediate Past President, and two representatives from each of the divisions of the Association.

Section 2. The Board of Directors shall meet quarterly to organize and implement the program of the Association, plan meetings and special projects, recommend an annual budget, set dues and assessments, approve appointments to permanent and ad hoc committees, implement policies, and act on other matters pertinent to the operation of the Association.

Section 3. Special meetings of the Board may be called by the President of the Association or by a majority of the Board of Directors.

Section 4. The Executive Vice President shall be an ex-officio non-voting member of the Board of Directors and of all permanent and ad hoc committees.

Section 5. With the unanimous consent of the Board of Directors, a representative of an affiliate organization may become an ex-officio non-voting member of the Board of Directors of the Association.

ARTICLE VI - DIVISIONS OF THE ASSOCIATION

Section 1. The Association will be organized by divisions in order to encourage wider interest and greater participation in junior college activities in the State.

Section 2. Each division of the Association shall have its own officers and treasury.

Section 3. Each division shall have a program committee and may have other committees necessary to carry on activities for members of the division.

Section 4. Interdivision commissions may be formed when mutually desired.

ARTICLE VII - MEETINGS

Section 1. The Association shall hold its annual meeting in the Spring of each year at a time and place set by the Board of Directors. Special meetings may be called by the President of the Association with the advice and consent of the Board. Each active member institution is entitled to one vote per division delegate for each college campus at general and special meetings of the Association. Only delegates of member institutions in good standing shall be eligible to vote at Association meetings.

Section 2. Each division will meet during the annual meeting of the Association and will hold a minimum of one additional meeting during the year for its own purposes. Only delegates of member institutions in good standing shall be eligible to vote in division meetings.

ARTICLE VIII - AMENDMENTS TO CONSTITUTION AND BYLAWS

Section 1. Amendments and changes to the Constitution and to the Bylaws may be proposed by any official delegate of any division, in writing or in person, or by any member of the Board of Directors. If approved by a majority of the Board of Directors present and voting, the Board of Directors shall communicate the proposed amendment or change for a vote at the annual meeting of the Association.

Section 2. Amendments and changes to the Constitution must be approved by two-thirds of the official delegates present and voting.

Section 3. Amendments and changes to the Bylaws must be approved by a majority of the official delegates present and voting.

* * *

BYLAWS
of the
ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

ARTICLE I - ORGANIZATION

Section 1. The Illinois Association of Community and Junior Colleges, hereinafter referred to as the Association, shall be a not-for-profit education organization incorporated under the statutes of the State of Illinois.

Section 2. The Association shall maintain offices in the State of Illinois at such location as is designated by the Board of Directors of the Association.

Section 3. The Board of Directors, through the Executive Vice President, shall be responsible for financial management of the Association, for coordination of programs, and for other affairs of the Association and its divisions.

Section 4. Financial support for the operations of the Association shall come from:

a. Assessments from active member junior colleges, based on full-time equivalent student enrollment, and/or dues per campus as recommended by the Board of Directors and approved at the annual meeting of the Association.

b. Dues and/or assessments from affiliate members.

c. Grants, donations, or other sources of income received by the Association.

ARTICLE II - MEMBERSHIP

Section 1. A college which has paid its annual campus dues and its annual student assessment, when due, may participate in Association activities and its designated representatives shall be eligible to vote at official meetings of the Association, meetings of divisions, and meetings of committees and commissions of the Association or its divisions.

Section 2. Associate member institutions which have paid dues, when due, may participate in Association activities and its representatives may participate in activities of the Administrators Division, Faculty Division, and the Student Division, except that in no case shall representatives of Associate member institutions be eligible to participate or vote in business meetings of the Association or business meetings of the divisions.

Section 3. Affiliate members which have paid dues, when due, shall be entitled to selected services and to limited participation in the program and activities of the Association and its divisions, except that in no case shall affiliate members be eligible to participate or vote in business meetings of the Association or business meetings of the divisions.

ARTICLE III - DIVISION ORGANIZATION

Section 1. The Association shall be divided into four divisions in the following categories:

a. The Executive Division for members of boards of trustees and for chief administrative officers. The division shall be further divided into the Council of Trustees for members of boards of trustees, and into the Council of Presidents for chief administrative officers of colleges and for chief administrative officers of campuses of multi-campus districts. The Council of Presidents may also be referred to as the "Illinois Council of Public Community College Presidents." The Chairman of the Council of Trustees and the Chairman of the Council of Presidents shall be the Division's two representatives on the Board of Directors of the Association.

b. The Administrators Division for administrative personnel of active member colleges. This division may also be referred to as the "Illinois Junior College Administrators Association."

c. The Faculty Division for faculty of active member colleges. The Chairman of the Division shall be one of the two representatives on the Board of Directors.

d. The Student Division for students of active member colleges. The Chairman of the Division shall be one of the two Division's representatives on the Board of Directors of the Association.

Section 2. Divisions may adopt their own constitutions and bylaws provided they are consistent with the Constitution and Bylaws of the Association.

Section 3. Separate dues or assessments by divisions must be approved by the Board of Directors of the Association.

Section 4. Each division shall have a Program Committee which shall be responsible for developing and carrying out division activities.

Section 5. When two or more divisions form an interdivision commission to deal with matters of mutual interest, such a commission shall be identified as a joint commission of the divisions involved and be identified also by the title of the subject with which the commission is concerned.

Section 6. After completion of each fiscal year, the chairman of each division shall submit a written report to the Board of Directors of the Association summarizing the activities of the division and setting forth the financial transactions of the division during the year.

ARTICLE IV - DUTIES OF OFFICERS

Section 1. The President of the Association shall be responsible for directing the Association to the fullest extent possible for the fulfillment of the purposes and objectives of the organization. He shall preside over all general meetings of the Association and all meetings of the Board of Directors. Except as otherwise provided for, the President shall appoint members of permanent and ad hoc committees of the Association, and representatives of the Association to cooperating and affiliate organizations.

Section 2. The Vice President of the Association shall assist the President in his duties and, when necessary because of the absence of the President, preside over meetings and fulfill the responsibilities of the presiding officer. He shall be chairman of the Program Committee of the Association which shall plan all general meetings and he shall fulfill other responsibilities for program as directed by the Board of Directors of the Association.

Section 3. The Treasurer of the Association shall collect all monies due the Association and provide properly for their deposit and security. He shall submit interim reports to meetings of the Board of Directors on the status of the treasury and shall make a complete report to the membership at the Annual Meeting. He shall present his books to the Certified Public Accountant selected by the Board of Directors for the annual audit of the Association.

Section 4. The Executive Vice President of the Association, as chief administrative officer of the organization, shall provide leadership to the Association:

a. In matters relating to governmental affairs and legislation, he shall be responsible to the Public Affairs Commission of the Association. He shall work with the Commission to develop a legislative program for public junior colleges in Illinois and on a continuing basis maintain appropriate liaison with the Commission on governmental affairs as circumstances and conditions require. The Executive Vice President shall be the spokesman for the Association or may designate others to speak for the Association on legislative or governmental affairs.

b. The Executive Vice President may provide to any division consultant services on governmental affairs and legislative matters which are peculiar to the interests of the division. He shall not assume the role of legislative advocate or spokesman in governmental affairs for any one division.

c. He shall serve as Secretary to the Board of Directors and shall attend all meetings of the Board, general meetings of the Association, and when possible, meetings of the divisions, committees and commissions.

d. He shall work with the Treasurer of the Association to develop an annual budget to be submitted to the Board of Directors.

e. He shall assist the Treasurer by handling the day to day financial transactions of the Association and shall be empowered to disburse Association funds in amounts not to exceed $500.00. In no case shall the Executive Vice President disburse funds due and payable to himself.

f. He shall be responsible for administration of the Association offices, including the employment and dismissal of employees; maintenance of adequate and appropriate records; arranging of meetings; coordination of program and activities of the Association and its divisions; gather, print and circulate information among the membership on a regular basis which will inform members of pertinent activities affecting junior colleges in Illinois; initiate and answer correspondence for the Association; keep all official minutes of the Board of Directors and for the divisions, maintain records of division meetings and other official meetings of the Association and its committees and commissions; submit each year an annual report to the membership summarizing the activities of the Association and, if desirable, recommend action for the coming year; and carry out other duties and responsibilities required of him by the Board of Directors of the Association.

ARTICLE V - COMMISSIONS AND COMMITTEES

Section 1. The Public Affairs Commission shall be composed of seven individuals, four representatives designated by the Executive Division and one representative each from the Administrators Division, the Faculty Division, and the Student

Division. The Chairman of the Council of Trustees and the Chairman of the Council of Presidents, or their designated alternates, shall be two of the representatives from the Executive Division.

a. The Commission shall elect its own chairman, vice chairman, and secretary. Meetings shall be on the call of the chairman, any four members of the Commission, or at the request of the Executive Vice President of the Association.

b. In cooperation with the Executive Vice President of the Association, the Commission shall develop a legislative program for public junior college member institutions of the Association and the Commission is empowered to represent the institutional point of view of public junior colleges to appropriate governmental bodies and agencies through the Executive Vice President and others.

c. The Commission may organize itself in whatever way it deems necessary to effectively deal with emergency situations and urgent matters relating to governmental affairs.

d. The Commission shall report periodically to member colleges of the Association and shall submit a report annually to the Board of Directors of the Association as soon as is practical after June 30, of each year.

Section 2. The Resolutions and Bylaws Committee shall be composed of a Chairman, appointed by the President of the Association, and one person from each of the four divisions of the Association. The Committee shall have the following duties and responsibilities:

a. Formulate guidelines for processing resolutions and recommendations to come before general meetings of the Association and the annual meeting.

b. Process resolutions, recommendations, and changes in Bylaws and present them to the membership if approved by the Board of Directors.

c. Report to the membership resolutions adopted by each division which do not have the joint concurrence of all four divisions.

d. Process and present to the membership recommendations and resolutions of the Public Affairs Commission.

Section 3. The Nominating Committee shall be composed of five people, one person from each of the four divisions of the Association and the Immediate Past President who shall be chairman of the Committee. The slate selected shall be announced to the membership by the Committee at the annual meeting in the Spring.

Section 4. The Program Committee shall be composed of five people, the chairman of the program committee of each of the four divisions of the Association and the Vice President of the Association who shall serve as chairman of the Committee.

Section 5. The Credentials Committee shall be composed of three people. The President of the Association shall designate the chairman. The Committee shall establish for each Association meeting where business is to be conducted a list of official delegates and their alternates for each campus of active member institutions in good standing.

Section 6. Other committees and commissions may be set up if the President and the Board of Directors of the Association deem them necessary.

ARTICLE VI - MEETINGS OF THE ASSOCIATION

Section 1. All meetings of the Association and meetings of divisions of the Association shall be open meetings. Only official delegates eligible to vote shall be permitted to speak on matters of business at Association meetings and meetings of divisions of the Association.

Section 2. A Parliamentarian shall be appointed by the Board of Directors for all meetings of the Association where business is to be conducted.

Section 3. An Agenda shall be constructed by the President for all general meetings and annual meetings of the Association. The Agenda for the annual meeting shall include provisions for:

a. Credentials Committee report.

b. Action on minutes of previous annual meeting, and if necessary, action on minutes of other general meetings of the Association.

c. Treasurer's report.

d. Action on the annual budget recommended by the Board of Directors of the Association.

e. Report and recommendations of Resolutions and Bylaws Committee.

f. Report of Nominating Committee and the election of officers.

g. Reports to the membership on division elections.

Section 4. Voting privileges at Association meetings are extended only to official delegates, or their alternates in their absence, who have been certified by the Credentials Committee:

a. Each campus delegation shall be seated together at an Association meeting and only official delegates, eligible to vote, shall be seated in the section designated for voting delegates.

b. Each campus is entitled to four votes, one each for its trustee, administrator, faculty, and student delegate.

ARTICLE VII - RELATIONS WITH OTHER ORGANIZATIONS

Section 1. Membership of the Association in, cooperating arrangements with, or affiliations with other agencies, firms, associations, or organizations shall be approved by the Board of Directors of the Association.

Section 2. No division of the Association may affiliate or become a member of, any organization or agency without the approval of the Board of Directors of the Association.

Section 3. Subsidiary associations, councils, or organizations may be formed under the sponsorship of the Association only when approved by the Board of Directors of the Association.

ARTICLE VIII - AMENDMENTS

Changes in Bylaws shall be made in accordance with Article VIII of the Constitution of the Association.

IX. FORMATION OF AD HOC CONSTITUTION STUDY COMMITTEE

President Wilson announced that he would appoint a special Ad Hoc Constitution Study Committee to review the newly adopted Constitution and Bylaws.

This Committee would be responsible for approving the final wording in the two documents which resulted from the three changes to the proposed documents approved by delegates. In addition, the Committee would be responsible for editing the two documents.

X. EXECUTIVE DIRECTOR'S ANNUAL REPORT

Attention was directed to the 1970 Annual Report to the Membership by James D. Broman, Executive Director, which was included in the material sent to each delegate and alternate prior to the Annual Meeting. Mr. Wilson urged everyone to read this report and directed that it be made a part of the record of the 1970 Annual Meeting. The text of the report is as follows:

> "Traditionally, annual reports highlight accomplishments and reflect optimism. I can recall with much satisfaction the success of our organization three years ago. During that year, my first year of service, our efforts resulted in adoption of construction guidelines by the State which "we have been able to live with." In that same year we were successful in passage of legislation which transferred financial responsibility for the employer's share of contributions for retirement from the local district to the State even though we did not have the endorsement of the Illinois Junior College Board and nor the support of the Governor. I remember vividly our action two years ago when the Association took the initiative and resolved legal and financial problems caused by the court suit of a small group of dissident taxpayers intent on stalling junior college development in Illinois for several years. Also, I recall just one year ago the increase in state apportionment from $11.50 to $15.50 when our ranks were seriously divided by several proposals for equalization. These major accomplishments in past years clearly illustrate the effectiveness of a statewide association in public affairs. Equally important to the membership over these three years have been activities at the division levels and association programs with benefits accruing to trustees, students, faculty and administrators at member colleges.

This year, I regret to report that our primary efforts have been spent on internal problems of our organization. It is proper that the membership be informed fully and that the record is clear. Immediately after the 1969 Annual Meeting, an undercurrent of discontent developed as the result of resolutions from the faculty and student divisions adopted at the Annual Business Meeting. Most criticism centered on the resolution dealing with teacher tenure. After the July 1, 1969, annual dues billings were sent out to colleges, very few paid during the first month. By October 1, three months later, the cash position of the Association had dropped to a critical level, one which permitted operation for only two weeks. On that date, the following colleges had not paid their basic campus dues of $500.00:

Moraine Valley Community College
Southeastern Illinois College
Kankakee Community College
Thornton Community College
Shawnee Community College
Olney Central College
College of DuPage
Joliet Junior College
Rend Lake College
Prairie State College
Illinois Central College
Niles-Maine Community College
State Community College of East St. Louis

Thanks to the work of Verle Besant, Chairman of the Trustees Division, and his fellow trustees, colleges were contacted and payments have been received from all member colleges, except Olney Central College. The State Junior College Board approved membership in IACJC for State Community College of East St. Louis at its April 10, 1970, meeting. The new Niles-Maine Community College and the recently formed Lewis and Clark District have not joined the Association.

During the past year, the Illinois Council of Public Community College Presidents has expanded activities and moved to exert greater influence. The Council works through committees and meets monthly on a wide variety of matters. To some college presidents, the Council is an attractive alternative for involvement in statewide matters but to others and to many trustees, this separatist movement outside the framework of the Association is viewed with considerable dismay.

In order to divorce myself from an apparent challenge by the Council of Presidents to the leadership role of IACJC, I notified the membership in October, 1969, that I did not wish to renew my contract when it terminated June 30, 1970. Not long after my announcement, the Council moved to become a political action organization and I was impelled to reduce sharply activities in public affairs. This was necessary, in my opinion, to avoid confusion in Springfield and to maintain the best possible climate for convincing the Council to work within the IACJC framework under a revised organization structure.

The views of the Presidents' Council were solicited regarding revision of the IACJC Constitution and drafting of Bylaws. Early this February, "Suggestions and Comments From The Illinois Council of Public Community College Presidents Concerning The Proposed Constitution For the Illinois Association of Community and Junior Colleges" was received. This paper listed eleven items, six of which are listed below:

1. The IACJC should be an association of institutions and should not be organized into divisions.

2. IACJC should have the following commissions: governance, finance and welfare, student life, curriculum and instruction. (Might need a commission for operational personnel).

4. There is no need for the Governmental Relations Commission. The Commission usurps the statutory authority of the Illinois Junior College Board.

5. The Constitution as proposed weakens the autonomy of the Boards of Trustees.

6. Each institution should be required to vote as an institution, and the vote of each institution should be decided at home. (Each person designated as a voting representative should be someone who has both responsibility and accountability in his respective institution).

9. The Council of Public Community College Presidents should not be formalized as a part of IACJC.

This list, if representative of the thinking of a majority of member college presidents, indicates strong opposition to the proposed revised constitution and new bylaws which will be placed before the membership at the Annual Meeting, May 9, 1970. I am hopeful, however, that many presidents who previously supported these positions have reconsidered and that other presidents who were not in attendance when these positions were adopted by the Council will support the proposed changes in our present Constitution and the adoption of new bylaws. If the presidents are not willing to become part of the IACJC's proposed Executive Division, the future of the Association is in jeopardy.

On the positive side, programs carried on by the four division have progressed very well this year. Our Program Director, Joseph Anderson, has devoted much of his time in working with divisions, especially the Student and Faculty Divisions. Meetings held by divisions last Fall fostered better planning and coordination of activities. The Administrators conference at Danville and the Students conference at Northern Illinois University were especially well attended. The Faculty conference at Southern Illinois University, Carbondale, and the Trustees conference at the University of Illinois, Champaign, although not as well attended, were excellent meetings. I believe there is agreement that these Fall conferences, held for the first time this past year, provided the climate and opportunity for meaningful discussion of academic matters and were excellent for consideration of division business.

Newsletters have been published this year for each of the four divisions and for the Business and Industry Community College Council. Mr. Anderson has worked closely with the person designated by each division to supply material for the newsletter and it has been his responsibility to assemble material and work out publication with the printer. Unfortunately, budget limitations have required a less ambitious publication schedule than originally contemplated this year. However, progress has been made to improve communications within the Association.

Proposals from the Constitution Revision Committee have been approved by the IACJC Board of Directors and merit the support of the membership. In addition to the outstanding work of this committee, special commendation is due the Athletics Committee. Proposals worked out by the Committee have paved the way for the formation of a statewide athletics association for control of junior college intercollegiate sports. Aside from the Program Committee and the Nominating Committee, other committees provided for in our Constitution have been inactive this year.

With the exception of Thornton Community College, all public community colleges in Illinois participated this year in the Student Achievement Recognition Program. This new program initiated by the Association through its Business and Industry Community College Council and sponsored by the Continental Illinois National Bank and Trust Company of Chicago, has generated enthusiasm at each campus through awards to local winners, has attracted regional attention through sectional student awards, and reached its high point April 30, 1970, when the two state finalists received $1,000.00 each and their recognition awards from Governor Ogilvie at the formal Awards Luncheon at the Palmer House in Chicago. These annual awards already have done much to publicize the Junior College Movement in Illinois and have impressed thousands regarding opportunities available to the citizens of the state at local community colleges.

Another project worthy of comment is the charter flight arrangements made for the Annual Meeting of the American Association of Junior Colleges. Cooperating with our neighbor association in Michigan, we were able to provide two charter flights to Hawaii at costs comparable to those incurred if the conference had been held on the mainland. Plans are progressing also for a group charter to Majorca, Spain, in late June and early July, 1970, this also at substantial savings.

Developments in Washington continue to be encouraging. Although progress has not been made as rapidly as expected a year ago, it now appears that both Congressional and Administration support will result in special legislation for community colleges. In addition, almost every piece of education legislation coming out of Washington does take into account the needs of comprehensive community college education. More than anytime before, IACJC has provided leadership on the national scene. This has been accomplished through support of and cooperation with the American Association of Junior Colleges and the National Council of State Directors of Community-Junior Colleges and my direct involvement in the activities of these two organizations. It is important that our Association continue to exercise influence in Washington for we are on the threshold of a dramatic breakthrough for community colleges at the national level.

At the state level, there are many concerns requiring IACJC involvement and leadership. If there was ever a time that a strong state association is needed, it is now! Here is the picture: New administrative leadership for the Illinois Junior College Board will be installed this summer; The Illinois Board of Higher Education has doubled staff and expanded activities in a move this year to broaden its leadership role in higher education; While progress has been made in working out community college problems with the Illinois Board of Vocational Education and Rehabilitation, there is still much to be accomplished; Adult and continuing education still is administered through the Office of the Superintendent of Public Instruction; new agencies of state government (Bureau of the Budget, Commission on Higher Education of the Legislature, the Coordinator of Manpower, and the Department of Human Resources), already have become involved in the community college affairs and what the future holds is a matter for speculation; Construction through the Illinois Building Authority continues to plague colleges at this formative stage of development; new proposals for state support of community colleges will be submitted to the Illinois Board of Higher Education sometime in June by a Special Study Committee; and attempts are being made to influence the Constitution Convention to propose a new governing structure for education in Illinois, one which many educators feel would not be in the best interests of higher education. I view this picture as complex and potentially serious. Without a doubt, the vote on a new State Constitution this Fall, and the regular session of the Illinois General Assembly in 1971, will decide critical issues for education, especially post-secondary education in Illinois.

In conclusion, we should not forget our obligation as workers within the community college movement to practice involvement and cooperation so essential to the success of college service and education programs in the communities of the State. As laymen, educators, administrators, and students with diverse interests but many common concerns, we must demonstrate our willingness to work together within our own organization and be examples to those outside our Association. Therefore, I sincerely hope Annual Meeting delegates will accept the Constitution Revision Committee recommendations for a revised Constitution and new Bylaws. Much time and effort went into both documents and ideas submitted to the Committee were carefully considered. The proposed documents resulted from compromise and deserve endorsement. If the membership will accept the recommended documents this year, without substantive changes, a special committee could be appointed to continue study next year. I believe the IACJC can continue its important leadership role in Illinois and remain a model for other states to copy.

Speaking for the entire staff, we have appreciated the opportunity to serve you this year and sincerely thank you for cooperation and understanding on many different and difficult matters."

XI. COMMENDATION

The following commendation was presented to the Annual Meeting by President Wilson for action:

WHEREAS, James D. Broman has served as the Executive Director of the Illinois Association of Community and Junior Colleges since its inception, and

WHEREAS, Mr. Broman's deep commitment to the Association and the Illinois Junior College Movement are greatly appreciated, and,

WHEREAS, Mr. Broman has performed effectively and unselfishly in his duties;

THEREFORE, be it resolved by the Illinois Association of Community and Junior Colleges that we the delegates of member colleges express our thanks and appreciation to Mr. Broman for a job excellently done and wish him every success in future endeavors.

IT WAS MOVED, SECONDED AND CARRIED that the commendation for James D. Broman, Executive Director of the Association, be adopted.

XII. ANNOUNCEMENT OF 1971 ANNUAL MEETING

President Farrell Wilson informed the delegates that the dates May 6 to 8, 1971, have been set for the 1971 Annual Meeting of the Association. Tentative location is the Hotel Pere Marquette, Peoria, Illinois.

XIII. OTHER BUSINESS

A group identifying themselves as Students for Peace asked for recognition to propose a resolution regarding United States involvement in Southeast Asia. Because the resolution had not been submitted before the meeting of the Resolutions Committee and the Board of Directors, Friday night, May 8, 1970, request to introduce the resolution was ruled out of order.

IT WAS MOVED AND SECONDED that the rules be suspended to allow consideration of the resolution. MOTION FAILED for lack of the required majority to allow suspension of the rules.

XIV. ADJOURNMENT

IT WAS MOVED, SECONDED AND CARRIED that the 1970 Annual Meeting of the Illinois Association of Community and Junior Colleges adjourn.

James D. Broman
Executive Director